University of Massachusetts Amherst

Elaine Marieb College of Nursing

Graduate Student Handbook

2022-2023
I understand that it is my responsibility to read and understand all the policies and information contained in the Elaine Marieb College of Nursing Graduate Student Handbook. This includes the policies related to Academic Honesty.

The College will provide electronic notices via UMass email when changes have been made to the handbook.

Printed name: ________________________________________

Signature: ____________________________________________

Date: ________________________________________________

Please indicate your program/concentration and when you expect to graduate:

_____ Master of Science
_____ Doctor of Nursing Practice (DNP)
_____ Doctor of Philosophy in Nursing (PhD)
_____ Graduate Certificate (specify) ________________________

Submission of this signed page is required for progression in the Nursing Program. Please return signed form to the Graduate Programs Office.
The purpose of this Handbook is to provide students, faculty, and applicants to our program with consistent, current information about our program and policies. Information is updated at least once a year. While every effort has been made to ensure the accuracy of the information, the University reserves the right to make changes as circumstances arise. The contents of this Handbook do not, in whole or part, constitute a contractual obligation on the part of the University of Massachusetts, its employees or agents, nor does any part of this Handbook constitute an offer to make a contract. The information in this Handbook is provided solely for the convenience of the reader, and the University expressly disclaims any liability, which may be otherwise incurred.
We invite you to discover the Elaine Marieb College of Nursing at the University of Massachusetts Amherst. It’s an exciting place to study, part of a large university, thriving on a tradition of excellence and a rich, deep curriculum supported by an array of educational resources. This handbook is a resource for you. The curricula for our programs are contained within this handbook as well as specific admission, retention, progression, and graduation policies for each program. Please read this handbook carefully, as it contains the most up-to-date policies that pertain to your educational experience.

Our talented and committed faculty members, supported by the outstanding commitment of our staff, are innovators, striving to offer the best possible student-centered instruction. Our goal is to encourage lifelong learning among all our graduate students, including those beginning their clinical careers, further developing their clinical expertise, and embarking on research careers to develop new knowledge for the discipline.

We are a force for innovation, learning, and discovery as we prepare culturally proficient nurses to be leaders in the health of a global community. We encourage and invite you to be an active participant within the College through student representation on a committee, or volunteer work within the College or across the University.

Thank you for choosing the University of Massachusetts Amherst Elaine Marieb College of Nursing to advance your nursing career. We look forward to an exciting year!
Foreword

Code of Student Conduct

The *Elaine Marieb College of Nursing Graduate Student Handbook* is designed to supplement the University catalogs as well as *Code of Student Conduct, Academic Honesty Policies and Procedures*, and the *Graduate School Handbook*. Students are responsible for acting in accordance with the University and College of Nursing regulations and policies set forth in these publications. The College of Nursing Graduate Student Handbook also provides additional information specific to the nursing program, which will be helpful to you throughout your studies here.

The *Elaine Marieb College of Nursing Graduate Student Handbook* is reviewed annually and is as accurate and current as possible. Should there be a change in policies, procedures, or regulations, it will be communicated via electronic documents via UMass e-mail to students, who will be responsible for incorporating it into their Handbooks. Please take the time to familiarize yourself with the Handbook. It provides an extremely useful orientation to the programs, faculty, and standards of the Elaine Marieb College of Nursing. If you have a problem or concern that is not addressed in the Handbook, please consult your faculty advisor or a Elaine Marieb College of Nursing staff member.

*For the most up-to-date information, please visit the Elaine Marieb College of Nursing website at http://www.umass.edu/nursing*
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I. Elaine Marieb College of Nursing History and Accreditation

History

At its founding in 1953, the Elaine Marieb College of Nursing offered the first baccalaureate nursing program in public higher education in the Commonwealth of Massachusetts. Four years later, the College launched the first Master of Science degree program, and, in 1994, the state's first publicly supported PhD program in Nursing in collaboration with The University of Massachusetts Medical College Graduate School of Nursing. In 2005, the College offered its first PhD program, sponsored uniquely by the College of Nursing, and, in 2006, the first Doctorate of Nursing Practice (DNP) program in the state.

Continuous accreditation, first by the National League for Nursing and currently by the Commission on Collegiate Nursing Education (CCNE), along with the success of graduates in passing both licensing and certification exams, testify to the enduring quality of the College's programs, faculty, and curriculum.

The Elaine Marieb College of Nursing is one of the nine colleges comprising the University of Massachusetts Amherst, founded in 1863. The University is a Carnegie-designated Research University Very High (RUVH) and the flagship campus of the five-campus Massachusetts public university system. Sponsored research now totals over $287 million a year, with increasing emphasis on the life sciences and biotechnology applications.

Embodying the University's commitment to high quality, accessible education, the Elaine Marieb College of Nursing is committed to meeting the challenges faced by the nursing profession in the context of the changing dynamics of society and the delivery of health care.

In 2008 the College of Nursing moved to the renovated Skinner Hall. The move to our own building in the center of the campus sends a clear message that the Commonwealth and the University are committed to building a solid future for nursing education and scholarship that will benefit residents of the state and beyond.

On September 16, 2021, The University announced the College of Nursing to be renamed the Elaine Marieb College of Nursing in honor of Elaine Nicpon Marieb, a teacher, philanthropist, author and distinguished alumna of the University of Massachusetts, and the College of Nursing.
Accreditation

The Elaine Marieb College of Nursing as part of the University of Massachusetts, Amherst, is accredited by the New England Commission of Higher Education (NECHE) The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at the University of Massachusetts are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) and approved by the Massachusetts Board of Registration in Nursing. PhD programs are accredited by NECHE, the same agency that accredits the entire University.
Values, Vision, Mission, and Goals

Vision
The College of Nursing is a force for innovation, learning, and discovery in preparing culturally proficient nurses for leadership in health for a global society.

Mission
To provide an affordable and accessible education to enhance health and healing through nursing leadership in teaching, scholarship, practice, and service.

Values
We, the faculty of the College of Nursing, are committed to:

Caring and Collaborative Relationships
- Caring and compassion as the heart of evidence-based nursing practice
- Collaboration with clients, nursing, and interdisciplinary peers as essential to enhancing health and healing
- Attending to the needs and input of vulnerable and underserved populations

Leadership
- Nursing's contribution to reducing health disparities and promoting health in a global society
- An environment that enhances the social conscience and professional development of all members of the Elaine Marieb College of Nursing
- The knowledge that environments are interrelated systems that affect and are affected by nursing practice, culture, and public policy, where students develop their identity as agents for innovation in the world

Excellence
- The reciprocal relationships among teaching, scholarship, and engagement
- Encouraging integrity and high moral character in all members of the Elaine Marieb College of Nursing
- Becoming reflective practitioners to increase the authenticity of our work (Boyer, 1990)
Innovation
• Creative ways of acquiring, managing, and sharing knowledge

Diversity
• Striving to design and provide culturally sensitive nursing care in a global society
• Promoting diversity in our College and in the profession

Lifelong Learning
• Arts, humanities, and sciences as a foundation for nursing education
• Learning as a dynamic, collaborative process, that promotes mutual growth of students and teachers

Engagement Goal

Establish innovative scholarly engagement models that define and respond to the health of the public. Our objectives are to:

a. Contribute to the search for answers to the most pressing social, civic, economic, and moral problems facing our profession and world today (Boyer, 1990)
b. Facilitate and enhance an organizational culture of diversity that promotes the success of collaborative partnerships, relationships, and affiliations within a global community
c. Promote and expand faculty teaching, scholarship, service and practice, which reflects faculty expertise and needs of our communities of interest
d. Promote faculty development and systematic understanding through a variety of mechanisms that would include:
   a. Coordinating access to all existing internal university resources
   b. Securing external global resources
   c. Mentoring faculty in the ongoing development of their academic careers
e. Contribute to systematic and structural improvement of the University and U-Mass systems
f. Promote service to the underserved and vulnerable populations in our region

Teaching Goal

We prepare professional nurses by creating an innovative environment for inquiry, discovery, and learning with diverse populations. Our objectives are to:

a. Ensure a flexible, learner-centered environment that uses information technology to its highest potential to ensure collaboration and inclusiveness
b. Foster the advancement of students through graduate education
c. Ensure a comprehensive, cohesive curriculum which prepares students for leadership in a changing and diverse sociopolitical world

Scholarship Goal

Enhance the art and science of nursing by creating, translating, and disseminating knowledge. Our objectives are to:

a. Facilitate the scholarship of discovery through integration, application, and teaching
b. Foster a creative environment that supports scholarship activities
c. Enhance mechanisms for interdisciplinary scholarship
College of Nursing Deans and Program Directors 2022-2023

For a complete list of CON Faculty, please visit our website: http://www.umass.edu/nursing/faculty-staff

Deans

Dean of the College of Nursing: Dr. Allison Vorderstrasse BS, Mount Saint Mary College; MS, Yale University; DNSc, Yale University; Certified APRN (Diabetes Specialty); Fellow of the American Academy of Nursing - Professor - Research Interests: Diabetes, chronic illness

Interim Associate Dean for Academic Affairs and Graduate Program Director: Dr. Mary Ellen Burke, BSN Rutgers University College of Nursing; Certificate in Nurse-Midwifery, Frontier Nursing University; MSN, Case Western Reserve University; Post-Master's Certificate in Nursing Education, University of Massachusetts Medical School Graduate School of Nursing; DNP, University of Massachusetts, Amherst. Certified Nurse-Midwife, Certified Nurse Educator, Clinical Associate Professor. Scholarship: Women’s Health, Obesity Stigma, Nursing Education.

Program Directors

Master of Science Nursing Studies (MSNS) & Nursing Education (MSNE) Program Director and Psychiatric Mental Health Program Director: Dr. Gabrielle Abelard, BS, University of Massachusetts Amherst Nursing, 1997; MS in Mental Health Nursing, Adult Clinical Nurse Specialist, 2001; Post Masters Certificate, Nursing, Psychiatric Mental Health Nurse Practitioner, 2013; DNP (Integrative Health), Regis College, Weston MA, 2014.

Doctor of Nursing Practice (DNP) Program Director: Dr. Karen A. Kalmakis BS, Elms College; MS, MPH, PhD, University of Massachusetts; Certified APRN (FNP); Fellow of the American Association of Nurse Practitioners - Professor - Clinical interests in trauma informed care, public health, and women’s health. Research Interests: Health consequences of early trauma and adversity, the chronic stress response to childhood adversity, and learned-resilience.

Doctor of Philosophy (PhD) Program Director: Dr. Rachel (Rae) Walker BA and BS (biology & English), University of Virginia; BSN, PhD, Postdoctoral Fellowship, Johns Hopkins University; Oncology Certified Nurse; Fellow of the American Academy of Nursing - Associate Professor - Research Interests: Their team’s research focuses primarily on nursing invention and co-creative processes founded on the principles of design justice as
vehicles for achieving health equity and social justice, and community-directed digital defense against harmful forms of big data, A.I., and other technologies.

Graduate Support Staff

Student Support Center Lead, DNP & PMHNP Certificate Program Assistant:
Karen Ayotte: kayotte@nursing.umass.edu

Master of Science, MSNE Certificate & PhD Program Specialist:
Cynthia Mendoza; cmendoza@nursing.umass.edu

Research Administrator:
Ian Cook; icook@nursing.umass.edu

Clinical/External Relations Coordinator:
Andrea “AJ” Juno; ajuno@nursing.umass.edu

Office of Development

Director of Development: Olivia Frazier

Development Assistant: Benjamin Monat

The Development Office is responsible for the design, implementation, and evaluation of a comprehensive fundraising program to increase private support to ensure and advance the College of Nursing's vision, mission, and strategic plan. This involves annual fundraising from alumni and friends as well as focused individual, corporate, foundation, and planned giving. This office also puts out a call for scholarships each year. Graduate students are encouraged to apply for these scholarships.
II. Graduate Student Resources

NetID and Password

Your NetID serves as the primary user name for your IT account and gives you access to the campus network, SPIRE, email, and much, much more. Complete instructions on activating your student account and support are provided by UMass Amherst Information Technology: http://www.it.umass.edu/accounts/activate-your-account

Students in the College of Nursing are required to use their student email account. **It is the only email that the College and the University use to provide communications to all students.** This is especially critical in an online program, as all pertinent, time-sensitive information will come to that email address. The College of Nursing is not responsible for negative outcomes that may occur if a student does not check or regularly use his/her/their student email account. **Please make this your first priority upon admission: to open and use your UMass Amherst student email account.** Please read the University Email Communication Policy Statement & Responsibilities: UMass Amherst IT Policy: Email Communications.

Before You Arrive: A Technology Checklist for New Students

The UMass Amherst Information Technology website provides a great checklist for new students to make sure you are all set and ready to compute once classes start. Please take a moment to familiarize yourself with the website and abundant information there that can assist you with your computing needs: https://www.umass.edu/it-general/it-guide-students

Academic Advising

Academic advising services for graduate nursing students are provided by the Elaine Marieb College of Nursing. Academic advising services include, but are not limited to, program planning, selection of courses, identification of scholarly research interests, changes in plan of study, leaves of absence or withdrawal from the program, career counseling, and referrals for academic support. Your academic advisor will work closely with you on any personal and/or professional concerns. This discussion can occur on an individual basis and may be augmented as needed by referrals to appropriate student services on campus. Your assigned academic advisor is listed in your SPIRE account. If you do not have an assigned advisor, please contact your graduate program specialist.

In most other instances, the graduate program specialists and directors will routinely offer guidance on course selections and plan of study updates/changes for Master’s Track, Certificate, DNP, and PhD students.
Although each student has an academic advisor, the student carries the responsibility for ensuring that they meet all the requirements for progression in the major and for graduation.

**Plan of Study**

Each student will receive a plan of study to guide their education upon admission to their program. The agreed upon plan of study will be signed by both the student and advisor (or program director) and placed in the student’s academic file. A copy will be provided to the student. Changes in the plan of study can only be made in consultation with the student’s advisor or director. Students are responsible for following the plan of study exactly as it is agreed upon with the advisor/director.

**Registering for Courses**

Information outlining available courses and the registration process will be emailed to students prior to the registration period each semester at the student’s University email account. EARLY REGISTRATION IS RECOMMENDED TO ASSURE ENROLLMENT AND TO PROCESS FINANCIAL AID. Many courses fill to capacity, so to be assured of a space in a required class, we urge you to register as soon as the registration period begins. If you have any questions or issues concerning registration, contact the Elaine Marieb College of Nursing graduate program specialist associated with your program.

**Registration for courses offered through University Without Walls (UWW) [Courses in the DNP, Master’s and Certificate Programs]**

Students will register through SPIRE. Students must follow their plans of study and are strongly encouraged to connect with their advisors at least once each semester to discuss their plan of study, academic progress, and plans for completion of scholarly requirements.

**Registration for PhD courses**

Registration for PhD courses is found on the University’s SPIRE student information system (http://spire.umass.edu). Students should meet with their advisors each semester and register for the courses outlined in their plan of study.

**ALL students must register each semester until the degree is awarded.**

If a student does not register for any courses or credits, they must enroll in the continuous enrollment fee. An incomplete course from a previous semester does not maintain your enrollment. You can find the continuous enrollment course in the schedule of classes under GRADSCH 999. If you take a semester off and do not pay the continuous enrollment fee, you will be unenrolled from the University.
The cost per course can vary depending on whether courses are offered through the UMass Graduate School on campus or through University Without Walls (UWW), and, also, by department. Program cost documents can be found on their respective websites.

Campus Resources, Student Support, and Financial Aid

There are many resources and support services available to graduate students who are both on and off campus. Below is a list of the most frequently requested websites.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain UCard (id card)</td>
<td><a href="http://www.umass.edu/ucard/">http://www.umass.edu/ucard/</a></td>
</tr>
<tr>
<td>Health Insurance Plans</td>
<td><a href="http://www.umass.edu/uhs/insurance/shbp/">http://www.umass.edu/uhs/insurance/shbp/</a></td>
</tr>
<tr>
<td>Graduate School Website</td>
<td><a href="http://www.umass.edu/gradschool/">http://www.umass.edu/gradschool/</a></td>
</tr>
<tr>
<td>Graduate Student Funding Options</td>
<td><a href="http://www.umass.edu/gradschool/funding-support">http://www.umass.edu/gradschool/funding-support</a></td>
</tr>
<tr>
<td>Veteran Services</td>
<td><a href="http://www.umass.edu/veterans/">http://www.umass.edu/veterans/</a></td>
</tr>
</tbody>
</table>

Graduate Scholarly Writing

Students admitted to The Elaine Marieb College of Nursing Graduate Programs will be expected to write many papers during their coursework in their graduate program. The College of Nursing uses American Psychological Association (7th ed.) formatting for all required papers. Students are encouraged to seek assistance with their writing early on, if needed, in advance of their most critical writing times in their programs. The University of Massachusetts Amherst offers assistance with both scholarly writing and research. Some helpful links:

- **The Writing Center** Virtual appointments are offered as well as face-to-face. Students may be assigned a writing coach through the Writing Center

- **The Center for Teaching and Learning** (CTL): information on editors, writing coaches, writing retreats, and more!

- **APA Style and Formatting**

UMass Amherst Libraries

The UMass Amherst Library system has holdings that include more than 6 million books, periodical volumes and government documents. The W.E.B. Du Bois Library is the largest site, and is the location for most reference materials, many collections, and reserve materials. Please visit their website at: [https://www.umass.edu/gateway/academics/university-libraries](https://www.umass.edu/gateway/academics/university-libraries). Electronic references are available with a UMass IT account.

*Please Note:* Firewalls may preclude your ability to access e-journals! Please take the necessary steps to ensure that you can access e-journals and other materials.

Nurse Librarian Liaison: Ellen Lutz (lutz@library.umass.edu)
Use the UMass Amherst Libraries System and DNP Library Guide:

The UMass Library System is a wealth of information and a place you want to get to know quickly. The UMass Library has a guide specifically designed for students in the online DNP program. You are required to visit http://guides.library.umass.edu/DNP/PhD library guide. Please browse, and go to the Citing Sources tab to review scholarly writing suggestions, citations, and Turn-It-In for submitting your papers before turning them in to professors: http://www.library.umass.edu/services/writing-and-publication/plagarism-prevention/

ScholarWorks

ScholarWorks@UMass Amherst is a digital repository for the research and scholarly output of members of the University of Massachusetts Amherst community administered by the UMass Amherst Libraries. Students are highly encouraged to post their work after completion of DNP projects or PhD dissertations. Instructions are given in the DNP Capstone courses when you are ready to submit. To view past DNP projects, please visit: http://scholarworks.umass.edu/nursing_dnp_capstone/

To view past PhD dissertations, please visit: https://www.umass.edu/nursing/research/phd-dissertations

Financial Aid

There are several offices on campus which provide information to students about resources for funding their education. Unlike financial aid for U.S. undergraduate students, aid to U.S. graduate students is limited to loans and work-study. To qualify for these programs, complete the Free Application for Financial Student Aid Form, available in the Financial Aid Office, 255 Whitmore, and submit it to the appropriate offices. More info: http://www.umass.edu/umfa/

The office of Financial Aid Services provides information about various loans, employment, and scholarship programs to which students can apply. Many loan programs and all federal aid programs require that applicants be citizens or permanent residents, making international students ineligible to apply. Financial Aid Services may also be able to inform you about part-time job search programs and can provide debt management information. The Financial Aid Office is located in 255 Whitmore Building. You can reach a voice response by calling (413) 546-8100. In addition, certain nursing organizations such as the Nurses’ Educational Funds, Inc. and Sigma Theta Tau International, offer scholarships. For more information, stop by the Graduate Program Business Office in Skinner Hall. Several scholarships are offered to graduate students during the academic year and students are encouraged to apply. To view a list of selected funding opportunities for PhD students, including international student funding opportunities, see here: https://sites.google.com/view/umass-nursing-phd/funding-scholarships

Nurse Faculty Loan Program

The purpose of NFLP is to increase the number of qualified nursing faculty to facilitate education of the nurses needed to address the nursing workforce shortage.

The University of Massachusetts Amherst Elaine Marieb College of Nursing makes loans from
a fund made possible by a grant from the Federal Government to assist registered nurses in completing their graduate education to become qualified nurse faculty. The program offers partial loan forgiveness for borrowers who graduate and serve as full-time nursing faculty for the prescribed period of time. Loan recipients may cancel 85 percent of the loan over four years in return for serving full-time as faculty in any accredited school of nursing. Loans are allocated on a first-come, first-served basis with priority given to prior recipients and full-time students.

NFLP loans may be used for the cost of tuition, fees, books, lab expenses, and other reasonable education expenses. Courses taken at institutions other than UMass Amherst are not covered by NFLP.

An NFLP loan may not exceed $35,500 per student per year, for no more than 5 years per student.

Note: Amounts awarded with no corresponding tuition and fees will not be distributed. (For example, if your plan contains summer courses, but you are not enrolled for that summer, those funds will not be disbursed to your account.)

Eligibility

Students of the Elaine Marieb College of Nursing who are enrolled in our DNP or PhD degree programs as well as our MS in Nursing Education are eligible to apply to the Nurse Faculty Loan Program as long as they meet the following criteria:

1. Must be willing to commit to a full-time teaching position with an accredited nursing program within an educational institution after graduation
2. U.S. citizen or national of the U.S., or a lawful permanent resident of the U.S. or its territories
3. Eligible students must be enrolled full-time or part-time in one of our PhD, DNP, or MS in Nursing Education programs as of July 1 of the award year (or application closing date, whichever is later)
4. Be in good academic standing in an advanced nurse education program at the College
5. Have no judgment liens entered against him/her based on the default on a federal debt, 28 U.S.C. 3201(e)
6. The borrower will maintain full-time or part-time enrollment status for a minimum of 2 terms/semesters during an academic year while receiving the NFLP loan.
7. Must complete at least one of the following courses as part of their program of study:
   a. N603-Theoretical Components
   b. N642-Teaching in Nursing
   c. N697T-Curriculum Development & Evaluation
   d. N698T-Teaching in Nursing Practicum
   e. EDUC692K-Foundations and Theories of Learning (elective)
f. EDUC692R-Introduction to College Teaching (elective)

Loans are made on a first-come, first-served basis. Please apply early. Former NFLP recipients at the UMass Amherst Elaine Marieb College of Nursing receive priority.

Information about the Nursing Faculty Loan Program is found here:

https://www.umass.edu/nursing/student-resources/financial-aid/nflp

Applications are due by August 15.

Contact NFLP@nursing.umass.edu with any questions.

Tuition Discount for MSNE Students

MSNE students employed full or part-time in MA state funded higher education are eligible for a 10% discount on tuition toward their Master’s Degree.

Please contact the Master’s Degree Program Specialist to obtain the verification/application form which should be submitted with your online graduate application. This form needs to be completed annually before September 1. Please see the Appendix A for this form.
Graduate Assistantships and Awards

The University awards a limited number of graduate assistantships and associateships in research and instructional programs in most graduate departments. Research assistants and associates assist in conducting research, usually under the supervision of a faculty member, while teaching assistants and associates assume responsibilities related to teaching in academic departments.

Graduate assistantships, associateships, non-working fellowships, and traineeships are awarded according to the contract negotiated by the Graduate Employee Organization (GEO) and includes the benefits of a tuition and curriculum fee waiver for on campus, face to face graduate students. Students holding these types of awards qualify for a partial waiver of the health fee. Students enrolled through University Without Walls, such as DNP, some Masters, and certificate students, are not eligible for tuition and fees remission. Students with non-working fellowships do not qualify for some of these benefits and should check which benefits (if any) are associated with their fellowships.

Students holding assistantships or receiving University paychecks are paid bi-weekly via direct payroll deposit. If you are uncertain about the benefits associated with your award, contact the Graduate Assistantship Office, 239 Whitmore, 413-545-5287, or the Graduate Employee Organization, 201 Student Union Building, 413-545-5317. The website is: http://www.umass.edu/gradCollege/funding-support/graduate-assistantship-office

Appointment and Reappointment Procedure for Graduate Assistants

The following information shall serve as procedure for appointment and reappointment of graduate students who serve as teaching or research assistants for the EMCON.

1. Posting of available positions

A posting of positions and application will be made available to current and incoming graduate students. Usually, applications for fall positions are circulated in March and applications for spring positions are circulated in October.

2. Decisions on who will receive funding

The PhD Program Director will make recommendations for assistantships and the Graduate Program Director will approve candidates who have met all of the following criteria:

   a. Student completes an application and submits a curriculum vitae (CV)

   b. Student is in good academic standing within the EMCON (no outstanding incompletes or failing grades)

   c. Student holds the desired experience in order to properly match that of the faculty and the course being taught
d. Students can fulfill the commitment required by the course as determined by the faculty of record

e. PhD students will be given preference

3. Application procedure

Interested students should complete the application and submit a CV within the timeframe indicated on the call for applications.

Appointment procedure

a. Recommended students shall meet with the designated faculty member to discuss the details of the appointment.

b. Specific details of the TA/TO/RA/PA appointment will be discussed and the guidelines outlined in the Graduate Appointments Policies and Procedures will be followed.

c. Student signs the Appointment Form for Graduate Fellowship and Assistantships after understanding and agreeing to the responsibilities.

d. If the student is new to the University system, they will be informed that they must attend the Graduate School’s TA orientation, known as the Teaching Academy, held in the fall of each year during new student orientation

4. Reappointment procedure

A student who is hired for an assistantship should be able to commit to an entire academic year. If that is not the case, and positions become available during the academic year, students will be contacted in the form of an announcement, e-mail, or a mailing regarding the new positions. A new pool of applicants will be drawn upon each academic year. All applications will be considered, although PhD students who are in the first three years (post MS) or four years (post BS) will be given priority.

5. Policies and guidelines

The Elaine Marieb College of Nursing will follow all guidelines outlined in the Agreement between Graduate Employee Organization UAW Local 2322 and The University of Massachusetts Amherst. The College of Nursing will also follow all guidelines from the Graduate College Assistantship Office and policies and procedures outlined in the Graduate Handbook. The quality of student work and fulfillment of agreed upon responsibilities will be reviewed mid-semester and at the end of each semester in which the graduate assistant serves. Each student will be given a copy of this document and the Agreement between Graduate Employee Organization UAW Local 2322 and The University of Massachusetts Amherst. Any disciplinary action or termination of an appointment will be addressed by the graduate program director in Nursing, and policies and procedures for such action shall be done in accordance with GEO guidelines.

6. Assistantship

Any student who receives an assistantship from the Elaine Marieb College of Nursing is required to attend the Graduate School TA orientation. International students who serve as TAs are also required to attend the International Student Orientation. If American
English is not the student’s primary language, the student may be required to take the Spoken Language Test before being assigned an assistantship.

**Policies for Teaching Assistants/Teaching Associates**

**Definitions**

Teaching Assistant (TA): a graduate student employed on an hourly basis with one or more of the following responsibilities in courses for which they do not have primary responsibility: (1) coordinate, lead, or assist in the instructional process in preparation and direct interaction with students in lab, discussion, quiz, or problem sessions; (2) meet with students and teach during office hours; (3) grade papers; (4) grade and proctor exams; (5) supervise undergraduate interns; (6) counsel students; (7) administer colloquium programs. A TA may have additional, related duties as assigned.

Teaching Associate (TO): a graduate student employed on an hourly basis responsible for the teaching and grading of a course. A TO may have additional, related duties as assigned.

For more information see the GEO-UAW contract and other information at: [https://www.geouaw.org/](https://www.geouaw.org/).

**Student Principles**

TA/TO positions provide:

a. Financial support for PhD education
b. Teaching experience for PhD, DNP, and MS students
c. Opportunities to be mentored by faculty and to experience faculty as colleagues
d. Integral part of PhD education – meets an essential goal of the PhD curriculum
e. TOs further advance teaching skills

* BS-PhD students (as well as post master’s students) may not have had the opportunity to gain formal teaching experience aside from TA/TO positions.

**Faculty Principles**

TA/TO positions provide:

a. Assistance for teaching large classes
b. Assistance for teaching for faculty building a research agenda
c. TOs may be assigned in clinical and classroom settings in place of a facultyperson
**Faculty of record must offer TA/TO**

- Coaching to develop teaching skills
- Expectations at the beginning of the semester

**TA/TO Process Principles**

- The faculty of record are encouraged to discuss communication preferences with TAs/TOs, to orient new TAs/TOs to their courses, and to both provide and solicit coaching and feedback to/from their TAs/TOs on a regular basis.

- TAs are encouraged to lead at least one class and/or the co-creation of curricular materials/course projects during the term and receive formal feedback from the faculty of record.

- In the EMCON, while TAs generally serve 10 hours per week, spread over 19 weeks, for a total of 190 hours per semester per TA fellowship, they could serve as little as five hours per week and as much as 20 hours per week based on the needs of the program. Faculty are encouraged to communicate anticipated course burden to TAs and TOs, early and often, so TAs and TOs can plan and adjust their workloads accordingly.

- In the EMCON, TOs are generally ~10 to 12 hours per week for a 3-credit course.

- Duties are determined by University guidelines/GEO contract.

- TAs should work with expert teachers who have prior experience serving as TAs/TOs or as teaching interns and/or mentoring new nurse faculty/graduate TAs.

- Faculty are encouraged to schedule a formal evaluation/feedback and mutual mentoring sessions at midterm and end of semester.

- Faculty will also complete the end of semester TA evaluation TA/TO positions can qualify as teaching internships for PhD students.

- International students who will be first-time TAs/TOs and who are subject to English language testing requirements for admission to the Graduate School must take the Spoken English Communication Skills test (International Teaching Assistant Communication Program) and score at least a 50.
The Ombuds Office is a unique place where all current UMass Amherst students, faculty, and staff can talk confidentially and about any campus concern, issue, or conflict. The Ombuds staff works with visitors in a variety of ways to help them understand their options and resolve their concerns. The office works to foster a culture in which differences can be resolved through respectful communication and fair processes.

The office operates pursuant to its Charter Agreement with the University and the International Ombudsman Association Standards of Practice and Code of Ethics. Ombuds services are confidential, neutral, informal, and independent.
Resources within the Elaine Marieb College of Nursing

Student Scholarships, Awards and Recognitions

The Elaine Marieb College of Nursing offers an array of scholarships and awards. Please visit our website for a complete, up-to-date list of what is currently being offered. Many other University-wide scholarship opportunities can be found on this same site.

Eligible student groups will be notified in February/March that they may apply for certain scholarships with a deadline date of late April. Awardees will be notified in June with scholarships placed in their accounts in late August. Scholarship recipients will be required to attend the Scholarship Reception the first week of September. Nursing scholarship decisions are made by the College based upon eligibility criteria of the particular award.

Many other University-wide scholarship opportunities can be found by visiting Graduate Financial Aid section at https://www.umass.edu/financialaid/graduate, which lists private sources, such as the Gates Millennium Scholarship, as well as University-based sources, and provides links to global scholarship search engines. Students are also invited to investigate the Fulbright Scholarship sponsored by the U.S. Department of State. For further information, or, if you have questions, please call the Financial Aid office at 413-545-0801 or contact Ben Monet, Assistant Director of Development and Stewardship bmonat@umass.edu

Organizations and Associations

Sigma Theta Tau International Nursing Honor Society

Sigma Theta Tau International (STTI) Honor Society of Nursing was founded in 1922 and is now the second largest nursing organization in the United States, and among the five largest and most prestigious in the world.

Sigma Theta Tau was organized to encourage and recognize superior scholarship and leadership achievement at the undergraduate, graduate and practice levels in nursing. Membership is available by meeting eligibility requirements through active chapters, and assumes acceptance of the purposes of the society and responsibility to participate in achieving the goals consistent with the professional and scholastic character of Sigma Theta Tau.

The Beta Zeta At-Large Chapter at the University of Massachusetts Amherst was established in 1972 as the fifty-second chapter of Sigma Theta Tau International. It amended its charter in 2002 to include affiliation with Elms College, Chicopee, MA. In 2006 the chapter again amended its charter to include American International College in Springfield, MA. In 2017, the charter was
amended once again to include Westfield State University School of Nursing. Sigma Theta Tau is committed to serving its growing membership through the development of knowledge, encouragement of professional achievement, and advancement of nursing through research. Each year, the Beta Zeta At-Large Chapter as well as Sigma Theta Tau International offer research grant funding opportunities for which graduate students can apply.

Membership is conferred only upon students in baccalaureate and graduate nursing programs and nursing leaders in the community who demonstrate exceptional achievement in the nursing profession. Membership criteria and further information are available in the beginning of spring semester and at the chapter website at: betazeta.sigmanursing.org

Elaine Marieb College of Nursing Alumni Association

Every graduate of EMCON nursing programs is automatically a member of the Elaine Marieb College of Nursing Alumni Association. The Association's board is a group of tremendously enthusiastic and loyal alumni, engaged in many different areas of nursing. Each year, the College of Nursing organizes several events to provide opportunities for alumni networking. One such event is our annual luncheon during Homecoming Weekend, which includes an educational program as well as the presentation of Outstanding Alumni Achievement awards.

The Elaine Marieb College of Nursing Alumni Association is an important vehicle that creates and sustains alumni support, enthusiasm, and participation essential for promoting the College's mission: "To enhance health and healing through nursing leadership in teaching, scholarship, practice and service."

Student Participation in Elaine Marieb College of Nursing Governance

As stated in the faculty by-laws, there is student representation on various faculty governance committees. Although each committee has a specific number of students in voting positions, committees welcome any additional students who wish to attend the meetings. Student representatives are available to their classmates to answer questions and/or hear concerns to be presented at committee meetings. The students are representatives with voting privileges on the committees on which they serve including:

a. Committee on Undergraduate Academic Matters
b. Committee on DNP Academic Matters
c. Committee on Master's Academic Matters
d. Committee on PhD Academic Matters
e. Committee on Faculty and Student Matters
f. Committee on Diversity and Social Justice

If you do not live in the area and/or are under conditions of physical distancing due to COVID-19, it is possible for you to “attend” committee meetings by video chat or conference call. We would be
thrilled to have our graduate students serve on the Elaine Marieb College of Nursing committees. At the beginning of the fall semester, we will be soliciting students to serve. Students can also serve on university committees and with the UMass Graduate Student Organization, which can be found at: [http://blogs.umass.edu/gss/](http://blogs.umass.edu/gss/)

**Student Evaluation of Courses**

During the last two weeks of each course, students are asked to evaluate the course content and clinical and classroom performance of the faculty. A link to an online evaluation page will be forwarded to students.

The Forward Focus Evaluation presents questions about the course and instructor. All responses are anonymous. Instructors receive feedback via a computer-generated report with a statistical summary of multiple-choice responses and anonymous student comments. This is the opportunity for students to offer constructive suggestions and recommendations for the continued growth and development of the nursing program. Thoughtful evaluation is appreciated. Participation in the evaluation process is strongly encouraged.
Academic Policies for Graduate Programs

Graduate Grading System and Policies

All graduate students must maintain a minimum cumulative grade point average (GPA) of 3.0. DNP students may receive no less than a B in clinical practicum courses. DNP and Certificate students may receive no less than a C in didactic courses. PhD students may receive no less than a B- in required courses.

University Grading System

As indicated in the Graduate Student Handbook Graduate School Grading System, seminar and course grades are assigned solely by the course instructor. The following letter grades are given to graduate students in graduate-level courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-*</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+*</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D*</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

AUD  - Audit

INC  - Incomplete

IF   - Incomplete Failure

IP   - In Progress (for thesis and dissertation courses only)
NR - Not Reported

DR - Drop

SAT - Satisfactory withdraw

WP - Withdraw passing

WF - Withdraw Failing

*Graduate students enrolled in undergraduate courses may receive these grades. **Grade of C or higher are** required in all courses numbering 500 or above.

In Progress: An interim grade of In Progress (IP) is routinely recorded for thesis/dissertation credits until the candidate receives his/her graduate degree. At that time, grades of Satisfactory (SAT) are assigned for all thesis/dissertation credits. Should a student choose not to complete his/her thesis/dissertation after registering for the credit, a grade of Drop (DR) is recorded for each registration.

a. **Course Withdrawal**: Grades of Drop (DR), Withdraw Passing (WP), or Withdraw Failing (WF) are recorded when the student formally drops the course prior to the end of the semester. The instructor must indicate "WP" or "WF" and date last attended when entering the withdrawal into Spire. A student may convert an otherwise passing course to an audit up to the last day of classes.

b. **Audited Courses**: A grade of Audit (AUD) is recorded for students who register for and successfully complete the course requirements for auditing students. The instructor determines what constitutes successful completion. If an AUD grade is not reported, the course will not be included on the student’s transcript. No required courses for a graduate degree can be taken as an Audit.

c. **Undergraduate Courses**: A graduate student who enrolled in an undergraduate level course (100-499) may receive any grade that is valid for undergraduate students enrolled in the same course. Grades of C- and D+ and D are valid only for undergraduate-level courses.
Incomplete

A grade of INC (incomplete) can be given at the discretion of the faculty based on criteria outlined by the University Graduate School policy. Incompletes are not automatic. A contract between the faculty and student for remaining work must be submitted to the program director with current grades and a timeline for remaining work. A student can obtain credit for an incomplete only by completing the work of the course before the end of one calendar year from the time of enrollment in that course. At the end of that period, if a grade is not submitted, a grade of IF (incomplete failure) will be recorded. An INC that turns to an IF can negatively affect the GPA. No more than three incompletes may be present at any one time.

The responsibility for arranging the removal of an incomplete rests with the student. Students receiving a grade of incomplete may need to pay a continuous enrollment fee if they have no other courses to take in order to remain an active student while finishing the INC. Advisors should work closely with advisees who are not progressing in their course work and notify the graduate program director. NOTE: PhD students must resolve all incompletes before moving to the dissertation phase of their program. DNP students may not proceed to the next clinical course in their sequence until all incompletes have been resolved.

An INC grade is given at the discretion of the faculty member of record for the course if extraordinary circumstances occur such as:

a. Personal/medical
b. Clinical placement challenge or issue
c. Academic challenge or issue
d. If half or more of the course has been completed successfully

If a grade of INC is granted, it is recommended that the faculty and the student:

a. Complete a Teaching/Learning contract indicating the expectation for completing the incomplete, including measurable outcomes and a timeframe for completion.
b. Review plan of study: Students cannot proceed to courses for which the INC course is a pre-requisite until the INC grade is completed.
c. Review plan of study to determine if there are other non-clinical courses to which the student can progress.
Failing a course

The minimum passing grade for graduate courses is a C (B- in PhD courses). If a student fails a required course in their plan of study, the student must apply in writing to the program director and graduate program director to be allowed to retake the course. The original grade remains on the transcript, and it will not be replaced by the new grade. However, a passing grade may help raise the cumulative GPA, which must be maintained above 3.0 in order to remain an active graduate student.

If a DNP or Master's student receives a failing grade in a practicum course, the student may retake the practicum course. The companion didactic course may need to be repeated if the instructor feels that the student needs the content of the didactic course as a refresher in order to successfully pass the practicum. The didactic course may be audited. Please review the University Without Walls (UWW) website (https://www.umass.edu/uww/) for information about how to register to audit a course.

Course Waivers and Course Challenges

In addition to adhering to the Graduate School grading policies, the Elaine Marieb College of Nursing internally provides both course waivers and course challenges in some instances. These waived courses do not go on a student’s official transcript but are counted towards his/her plan of study work as “completed.”

A course may be waived as a requirement for a degree program if the student documents that a previous course sufficiently meets the same course requirements. The course previously taken by the student must be equivalent to the required course at the Elaine Marieb College of Nursing and be documented on the plan of study. This must be approved in writing by the student’s faculty advisor or program director. No credit is given for this, as the student does not register for the course that is being waived. Courses over five years old must be repeated.

A student may request to challenge a required course for academic credit. The challenge requirements are negotiated by the student’s advisor and the faculty of record teaching the course. University policy currently allows a maximum of 6 qualified credits to be applied towards course requirements in the plan of study.

Independent Study

Students interested in an independent study are required to discuss their proposed independent study with an EMCON graduate faculty member prior to engaging in an independent study course. In order to register for an independent study the following requirements must be met:

1. Complete the Independent Study/Practicum Enrollment form. You must have the name and email of your Faculty Sponsor.
2. Upon submission, an email will be sent to your Faculty Sponsor, to the email you designate on the form, with instructions on how to approve your request.

3. You will receive a copy of the email to serve as confirmation that the request was sent to your Faculty Sponsor for approval.

4. Once we receive approval from Faculty Sponsor via email, you will be enrolled in the class and will be notified at your UMass email address. You may also check your schedule in SPIRE.

5. Requests received from students will not be accepted.

Please see Appendix D for the Independent Study Form and link to UWW.

**Online Courses and Posting Requirements**

Students should read and understand the expectations of their online courses for each and every course that they take. Students are responsible for making themselves familiar with the posting requirements for all online courses and that they are following ALL requirements for their specific courses, including, but not limited to, how many postings they need to make and how often they need to post in order to fulfill the requirements of the class. If students have any questions they should ask their instructor BEFORE beginning the course, if the course syllabus is not clear.

**Continuous Enrollment/Program Fee**

Graduate students not enrolled for course/thesis/dissertation credits and who are candidates for a degree must pay the Program Fee and register for Continuous Enrollment every semester until that degree has been formally awarded, not simply filed for. An incomplete grade (INC/IP) from a previous semester does not maintain a graduate student’s enrollment status. Newly admitted graduate students cannot register for Continuous Enrollment or pay the Program Fee to defer entrance into the University, nor is Continuous Enrollment applicable for Non-Degree graduate students. Before the end of the registration period, graduate students may register for Continuous Enrollment (Gradsch 999) in SPIRE. The student will then receive a bill for the Program Fee from the Bursar’s Office. If the student wishes to pay by credit card, the Graduate Records Office should be contacted by the registration deadline.

**Leave of Absence**

A student who takes a leave of absence may have conditions for returning set by the faculty advisor in consultation with the program director and dean of nursing. To maintain continuous enrollment, students must pay the continuous enrollment program fees during their leaves of absence.
**Academic Probation**

A student will be placed on probation if a cumulative GPA of 3.0 is not maintained. A student on probationary status is given one semester to raise the cumulative GPA to 3.0. If, in this semester, the cumulative GPA is not raised to 3.0, the student is subject to academic dismissal. Students placed on probation are notified in writing and a copy is sent to the student’s faculty research advisor. If a student is in jeopardy of failing a course by mid-semester, an email will be sent to students informing them of their most current grade and reminding them of the GPA policy.

**Statute of Limitations**

The Statute of Limitations (SOL) is the period within which all degree requirements must be completed, and it is determined during the acceptance process. Because SOLs vary with degree, please see the Graduate School website for a complete description of the SOL guidelines: [http://www.umass.edu/gradschool/policies-forms/graduate-student-handbook](http://www.umass.edu/gradschool/policies-forms/graduate-student-handbook).

A student may be granted additional time to complete his/her degree program by the dean of the Graduate School, provided the graduate program director makes such recommendation and provided satisfactory and reasonable progress is being made.

**Posting of Grades**

Grades are recorded on SPIRE approximately 1 week following the date they are due from the instructors. The actual date grades will be available is announced in SPIRE each semester. As incomplete or missing grades are received and posted, they are uploaded to SPIRE. If a printed copy of your grades is required, you can print an unofficial transcript from SPIRE, or an official transcript from the Graduate Records Office can be requested (see Transcripts).

**Transfer Credit Policy**

A limited number of course credits may be transferred toward a master's program provided the graduate program director recommends to the graduate dean that the credits be transferred, and that request is approved (See Sample Request for Transfer of Graduate Course Credit Form). No courses taken outside of the University of Massachusetts Amherst may be transferred toward doctoral or Certificate of Advanced Graduate Study programs. No credits can be transferred toward the completion of the PhD program. Any requests for exceptions to the regulations specified below must be made by the student's graduate program director and to the graduate dean, outlining the specific reason(s) for the request.
a. Course Eligibility Requirements: Grades received for courses requested for transfer must be B (3.00) or better. Graduate level courses to be transferred must have been taken no more than five years prior to the student's acceptance into the EMCON and may not have been used previously to fulfill the requirements for any other degree, certificate or program. An official transcript of the course(s) to be transferred is required.

b. Use of Courses to Fulfill Requirements: Non-University of Massachusetts Amherst transfer credits may be used to fulfill elective or departmental course requirements. These courses may not, however, be used to satisfy the 600-800-level requirements, nor can the grade received in a course taken at another institution be used to satisfy the University's requirement for letter-graded credits (see Master's Degree Requirements).

c. Number of Credits: No more than a total of twelve (12) graduate credits may be transferred. Of these, a maximum of six (6) credits may be from any one of the following sources:

1. Course(s) taken at another regionally accredited college/university within the United States
2. Course(s) taken while enrolled as a non-degree graduate student at UMass Amherst
3. Course(s) taken as an undergraduate student over and above requirements for the baccalaureate degree
4. Transfer Credits to Another Institution: Courses taken as a non-degree student are listed separately from the degree transcript. A course taken while enrolled in a degree program, but not applied toward a University of Massachusetts Amherst degree, may be transferrable. The Graduate School can, if necessary, certify that a course was not applied to any degree requirement at the University of Massachusetts Amherst and was eligible for graduate credit, when appropriate.

Transferring Non-Degree Courses to UMass Amherst Transcript: Students are responsible for providing the graduate program director an official transcript for the courses they wish to transfer into their degree program. The graduate program director then sends an official form to the Graduate School, with that transcript, requesting the transfer.

Plan of Study

Each student will receive a plan of study to guide their education upon admission to their program. The agreed upon plan of study will be signed by both student and advisor (or program director) and placed in the student's academic file. A copy will be provided to the student. Changes in the plan of study can only be made in consultation with the student's advisor or program director. Students are responsible for following the plan of study exactly as it is agreed upon with the advisor/director.
**Statement of the ANA Position**

In the nursing profession, the use of credentials is an essential component to designate levels of attained education and licensure, certification, and professional achievement. The listing of credentials when identifying a nurse ensures credibility and competence to the consumers of nursing care. Standardized use strengthens a unified understanding of credentials among nurses, within the healthcare delivery system, and for healthcare consumers. In an effort to establish a recognizable and understandable credential usage process across all spectrums of nursing, the following order of credentials is recommended: Highest earned degree, mandated requirements (i.e. licensure), state designations or requirements, national certifications, awards and honors, other certifications.

The Elaine Marieb College of Nursing does NOT endorse the use of the credentials PhD(c) or DNP(c). These are not legitimate credentials and can be confusing to the public. Instead, we suggest using the following language regarding your status in any communication, publication, or conference proceedings:

**During course work:**

- Michael Torres, BS (or MS, not both), RN
- PhD Student
- Elaine Marieb College of Nursing
- University of Massachusetts Amherst

- Michael Torres, BS (or MS, not both), RN
- DNP Student
- Elaine Marieb College of Nursing
- University of Massachusetts Amherst

**After passing the written comprehensive exam:**

- Michael Torres, MS, RN
- PhD Candidate
- Elaine Marieb College of Nursing
- University of Massachusetts Amherst
In the final year of your DNP program:

Michael Torres, MS, RN
DNP Candidate
Elaine Marieb College of Nursing
University of Massachusetts Amherst
AN ENVIRONMENT OF ACADEMIC FREEDOM

The University of Massachusetts Amherst strives to create an environment of academic freedom that fosters the personal and intellectual development of all community members. In order to do this, the University protects the rights of all students, faculty and staff to explore new ideas and to express their views. A necessary condition for these pursuits is an acceptance of the spirit of inquiry and a respect for diverse ideas and viewpoints. For true academic freedom to exist, this acceptance and respect must exist in both the overall campus environment and in the classroom.

The University preserves a high standard for members of the community in terms of mutual respect and civility. While each member of the community holds a number of rights, privileges, and responsibilities, those individuals who disrespect the rights of others or who act in a way that discredits themselves or the University may forfeit privileges or receive sanctions. As members of an academic community, we are obligated to be exemplary, both in our behaviors and in our attitudes. This obligation is especially important within the classroom context since this is one of the primary ways that learning and growth are fostered.

EXPECTATIONS FOR CLASSROOM, VIRTUAL AND CLINICAL SITE BEHAVIOR

Learning and the exchange of ideas may take place in many settings, including the formal classroom. When students and faculty come together, the expectation is always that mutual respect will prevail to ensure that every student has the optimum opportunity to learn and that each faculty member has the best opportunity to teach.

It is the expectation of the Elaine Marieb College of Nursing that ALL students enrolled in graduate level courses be respectful of others when interacting with faculty, staff, and colleagues, in the classroom, online, and while representing the College of Nursing in clinical settings.

The College of Nursing follows the University code of conduct for students. The code of conduct may be found here: https://www.umass.edu/dean_students/codeofconduct

Differences of opinions or concerns related to the class are welcomed if presented in a mutually respectful manner. The challenging of viewpoints is part of the academic experience but should occur in a manner that opens up dialogue and embodies anti-racist, gender-affirming, accessible, and emancipatory nursing praxis.

ACADEMIC HONESTY STATEMENT

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes, but is not limited to, cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course
instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department head or chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent. (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)

**Academic Honesty**

It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner by graduate students. The Elaine Marieb College of Nursing abides by the University Academic Honesty Policy. A student identified by an instructor, or another student as having committed a breach of the academic honesty regulations has the right to appeal before any penalty can be imposed. Do not share papers or other work done in previous classes with other students in your program, as this is a violation of the academic honesty code. Students are required to follow the guidelines of the American Psychological Association Publication Manual 7th edition guidelines for citation of works in their assignments. Appeals must be filed within ten days of notification by the instructor who suspects dishonesty. Information on the appeal process can be found in the ACADEMIC HONESTY POLICY or can be requested from the Ombuds Office which is where appeals are filed.

**The American Nurses Association Code of Ethics**

The College of Nursing abides by and adheres to the Code of Ethics for Nursing and the ANA Nursing Standards, which are set forth by the American Nurses Association as it relates to the professional conduct of nurses. The website where the full code can be viewed, read, and purchased is: http://www.nursingworld.org/codeofethics

**AMERICAN NURSES ASSOCIATION CODE OF ETHICS**

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.
Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Guidelines for Conduct in Clinical Settings

Code of Student Conduct

Guidelines for Professional Conduct

It is expected that each student will understand and act in accordance with the mission, vision, and goals of the Elaine Marieb College of Nursing, The Code of Nursing Ethics as promulgated by the American Nurses Association, and the Academic Honesty Policy of the University. Failure to do so will constitute cause for dismissal regardless of academic standing. Please see previous section on professional conduct (page 26). Confidentiality (HIPPA) of information related to clinical experiences and anonymity of patients and families are to be preserved. Professional accountability and responsibility include timely attendance at all scheduled clinical experiences, being adequately prepared for the respective experiences, and maintaining safety in clinical practice at all times. It is imperative that each student communicates respectfully in collaboration with the health care team and patients.

Clothes and lab coats must be neat and clean. Students must wear their UMass Student Name tag. Students must abide by the dress code at their assigned clinical agencies.
Health Clearance Requirements

Clinical Practicum Experiences

All graduate students are required to work with our clinical placement staff to secure their practicum placements and preceptors in quality health care agencies or practices. The MS and DNP programs are online programs with students located in communities throughout the United States. The Elaine Marieb College of Nursing clinical placement coordinator will be able to give you some suggestions for placements. Program directors must approve all preceptors before a student can begin a practicum experience. Preceptors should hold advanced degrees in nursing, public health, medicine, or a related field. Preceptors and agencies should be selected based upon their fit with the course objectives and practicum focus. Students in the MSNE program must determine an area of clinical expertise that they plan to develop during their direct care practicum course.

You should start negotiating for a preceptor at least 6 months before you begin a practicum. Negotiating several semesters ahead or an entire year in advance may be necessary to ensure placement in a busy medical practice that may provide spots to students from multiple institutions.

Before beginning a graduate practicum, course students must have completed the submission of all required health records and certifications through CastleBranch at least 8 weeks prior to the clinical course start date. Instructions for submitting records are included in Appendix A. You will set up your student records account during orientation or via emailed instructions provided by your program. Students will not be allowed to begin a practicum course until all required items have been submitted and the College has approved the practicum site and preceptor.

* Please be aware that state and local regulations have limited the states where you may participate in a clinical practicum associated with the Elaine Marieb College of Nursing. If you are moving after you have been admitted to the program, notify us immediately, so that we may advise you of your options. You are not guaranteed to be able to complete clinical practica in non-covered states if you move after being accepted into the program.
Students of the Elaine Marieb College of Nursing are required to adhere to certain health maintenance procedures in order to be in compliance with standards prescribed by affiliating clinical agencies and The Commonwealth of Massachusetts General Laws, Chapter 76, Section 15C, entitled, "Immunization of college health science students." Students may use the services of their own family health care providers or the University Health Services. The policies are intended to protect the health and well-being of patients as well as the nursing student engaged in clinical practice.

SEE APPENDIX A: Practicum Materials for Health Requirements.

Typhon

Typhon is the web-based application that you will be using with your preceptor to track your practicum experiences. After the College of Nursing receives your “Student Preceptor Form,” both you and your preceptor will each be assigned a unique login ID and password to access Typhon. (DO NOT SHARE YOUR LOGIN AND PASSWORD.)

There are tutorials within the system that will explain how to use Typhon. Like all computer programs, there may be issues at times. Please email Andrea Juno (ajuno@nursing.umass.edu) with any questions or concerns.

General Information Regarding Practica and Assignments for the Nurse Practitioner Students

| Time allotment per clinic day: Students may set up practicum time with preceptor for an 8-hour day (or 12-hour day) once or twice per week as discussed. However, if a student is only able to see 2-3 patients that “fit” the course needs, only 3-5 clinical contact hours can be counted for the day. The student will need to go back to the clinic another day to see more patients. **A general rule of thumb: 6-8 patients must be seen to count 8 hours for the day.** |

Please note the start and stop dates for practicum courses as you register for courses each semester so that you know exactly by what dates you must have preceptors secured and between which dates they will be working with you. Also note that we may have more than one section for any one practicum course. You may need to enroll for a section under your name or you may be asked to “swap” to another section to even the number of students per section.

Students must log patient cases in Typhon that are appropriate for the practicum course for which they are enrolled. Family practice sites and preceptors are often the best fit for primary care experiences. When students reach the N798K Complex Health Problems in Primary Care course, they will work with the most complex patients in primary care across the lifespan.
A. Graduate Certificates

Graduate Certificate in Nursing Education (GCNE)

The Graduate Certificate in Nursing Education is designed to provide education in teaching and curriculum for registered nurses. To earn the GCNE, students with at least a bachelor’s degree take five courses from the Elaine Marieb College of Nursing and the College of Education.

The GCNE is designed for four student populations. First, students in our Clinical Nurse Leader (CNL), Doctor of Nursing Practice (DNP), and PhD programs may elect to complete the GCNE in addition to the requirements of their programs. A second overlapping group is teaching assistants who may want to enhance their teaching skills. A third group of potential students is faculty who teach nursing in programs across the Commonwealth of Massachusetts who have advanced degrees but no formal education in teaching strategies. Finally, a fourth group of potential students is nurses who work as educators in clinical settings. Many of these nurses have bachelor’s degrees and lack training in educational strategies. Individuals who complete the GCNE program and have a master’s or doctoral degree in nursing qualify to take the National League of Nursing (NLN) Certification for Nurse Educators.

Program Goals

a. Develop a grounding in pedagogical theories
b. Evaluate nursing curriculum using accreditation guidelines
c. Consider quality measures in nursing education in developing and evaluating nursing curriculum
d. Use creative teaching methods to enhance pedagogy
e. Reflect on own teaching style as a means of incorporating new teaching strategies
f. Prepare nurses for education roles in colleges, universities, and clinical settings

The GCNE consists of a flexible five-course (15-credit) program of study focused on teaching curricular knowledge and pedagogical skills needed to teach nursing. In order to make these courses available, they will be offered in asynchronous online classes and a
final practicum in staff development and education, which may be in a clinical setting, face-to-face class, online class, clinical lab, or in a health care setting. School of Education electives may be online, face-to-face, or blended classes.

The GCNE consists of two core nursing courses, two electives from the College of Education. (The student may substitute one of the two electives from the College of Education for N560: Simulation in Healthcare Education) and a capstone teaching practicum. In the practicum, students will apply their nursing and pedagogical skills to working with nursing students in the classroom, online, and in clinical settings or in health care facilities in education and staff development.

Students in the PhD or the DNP programs may choose to add on this concentration.

Required courses

a. **N642 Teaching in Nursing** Focuses on the dynamic, creative process of teaching and learning clinical nursing in preparation for competent, reflective nursing practice. Philosophies, theories, methodologies, and trends relevant to nursing education are included.

b. **N641 Curriculum Development and Evaluation Process in Nursing** Focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation, and related processes in nursing education.

c. **N698T Teaching Practicum in Nursing** (Pre-requisites: N642 and N641). This course provides the framework, mentorship, and coaching for graduate students to develop skills in teaching in the classroom, in clinical settings, and in an online environment.

d. **Elective Courses** A list of appropriate elective courses will be available each semester. Students will take two three-credit electives in the School of Education at the 500 or 600 level (The student may substitute one of the two electives from the College of Education for N560: Simulation in Healthcare Education) Electives should be related to teaching at the college level and higher education. Students should check the mode of delivery of the course, whether it be online or face-to-face. Students with questions about School of Education electives should consult with their academic advisor.

**Requirements for N698T Teaching Practicum**

This is a practicum course. Three credits are allocated to this course for supervised teaching (which translates into 168 contact hours). This course consists of practicum experiences that include precepted education of nursing students in the classroom, online, clinical, and/or simulation/lab environment. There is also a direct care component that consists of approximately 35 hours of client education in the direct care patient environment. Students will participate in about twelve hours of supervised teaching
activities in a selected teaching/learning situation each week plus direct care education experience over the course of the semester in addition to online discussion of cases and progress. Some of this time will be spent in preparation for the teaching/learning activities, some will be spent observing faculty teaching, and some will be spent teaching. Students will document their practicum hours and activities in Typhon (See above).

Students will spend 6 or more weeks in one of the following teaching/learning environments:

**Nursing Student Education Setting**

1. classroom (live and/or simulation)
2. clinical (live and/or videoconferencing)
3. simulation/skills lab
4. online (synchronous and/or asynchronous)

**Direct Care Learning Environment: Patient or Patient Population Setting**

1. health care facility
2. community health setting
3. community health outreach

Time in the learning environment may vary somewhat, but, generally, classroom time also equates to preparation time. Students should prepare for the class whether actively teaching or observing by making sure they review the material prior to class and make notes about important points. For every hour in the learning environment, there are three hours of preparation. For example, a three-credit course equals three hours of class time plus nine hours of prep time, for a total of 12 hours per week.

Students will be assisted in identifying potential preceptors and sites for completing teaching practicum hours. The preceptor must have at least a master’s degree in nursing and at least two years of experience. The preceptor must agree to work with the student to complete all of the required hours for the practicum and submit a mid-term and final evaluation to the course faculty. The Elaine Marieb College of Nursing requires a signed preceptor/faculty/student agreement and the preceptor’s résumé/CV and contact information before contact hours can begin. Students who have clinical practicums will need to upload required health and other records into Castle Branch. The course faculty will maintain regular contact with the preceptor and solicit feedback in order to evaluate the student’s attainment of course objectives. The course faculty will assign the final grade for the course.
Registration

a. Matriculated students do not need to fill out a Non-Degree application but will need to complete the Elaine Marieb College of Nursing internal application.

b. Non-degree students will fill out both the Non-Degree application (Graduate School) and the Elaine Marieb College of Nursing application. Their student file will be housed at EMCON.

While the College will monitor students’ progress, students are responsible for keeping track of their completion of required coursework. Students may submit a Graduate Certificate Eligibility Form at any time during their graduate career. For non-degree students, the College will monitor progress and inform the Graduate School when students have completed the sequence of courses. Non-matriculated students will be acknowledged in the Commencement Program under “Certificate Programs.”

Nursing Education Certificate Program Office:
University of Massachusetts Amherst Elaine Marieb College of Nursing
032 Skinner Hall
Amherst, MA 01003-9304
Tel: (413) 577-2322 Fax: (413) 577-2550
Cynthia Mendoza, Program Assistant
Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Master's Online Certificate

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Master's Online Certificate prepares nurses to obtain psychiatric mental health nurse practitioner certification. This accelerated online program is designed for nurses who have completed a master's degree and who wish to expand their scope of practice to include the care of individuals, families, and groups with psychiatric and mental health needs. Preference is given to nurses with experience in psychiatric mental health nursing.

This certificate will prepare students to:

a. Address the biological, psychological, social, and spiritual elements of mental health care
b. Apply for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner board certification examination
c. Work in a variety of inpatient and outpatient settings

Objectives of the PMHNP Post-Master's Certificate

1. Provide the instructional foundation for students to obtain professional certification as a Psychiatric Mental Health Nurse Practitioner
2. Develop appropriate clinical inferences based on a solid background in the sciences for the prevention of illness and the promotion of physical and mental health.
3. Effectively evaluate the efficacy of drug therapies on the physical and mental health of patients and consider non-drug integrative therapies to promote health.
4. Assess, diagnose and treat common psychiatric and mental health disorders across the lifespan.
5. Engage in inter- and intra-disciplinary collaboration and consultation in care of individuals, groups, and families.
6. Synthesize and translate evidence-based practices from nursing and other disciplines to manage complex psychiatric and mental health conditions.
7. Analyze social problems, health care policies and practices which affect the delivery of psychiatric mental health care.

Required courses

Applicants to the certificate program will have a full review of prior coursework to determine credits and hours needed to qualify for the ANCC board certification examination and fulfill EMCON requirements. Individual plans of study will reflect students' completed coursework in the College's PMHNP DNP program. These courses are listed on page 42 of this handbook. Students must follow the same procedure for clinical placements as the DNP students.
**B. Master of Science Program**

The Master of Science program at UMASS Amherst Elaine Marieb College of Nursing is a distance accessible program offered through predominantly asynchronous delivery methods. All coursework is offered through University Without Walls (UWW)/Online Education: [https://www.umass.edu/uww/](https://www.umass.edu/uww/).

**i. Nursing Studies Concentration (MSNS): 30 credits**

**Objectives of the Master of Nursing Science Degree**

1. Apply advanced knowledge and core competencies to the development and evaluation nursing care for diverse individuals or populations.
2. Integrate and understand how nursing theory impacts nursing practice and the delivery of healthcare.
3. Interpret and critically analyze research and its application to nursing practice and evidence-based practice.

The Nursing Studies Concentration in the master’s program consists of 30 credits, including the seven core courses in our Master of Science curriculum listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N603</td>
<td>Theoretical Components of Nursing Practice</td>
<td>3 cr</td>
</tr>
<tr>
<td>N604</td>
<td>Introduction to Statistics for Health Research</td>
<td>3 cr</td>
</tr>
<tr>
<td>N615</td>
<td>Advanced Pathophysiology</td>
<td>3 cr</td>
</tr>
<tr>
<td>N614</td>
<td>Advanced Health Assessment</td>
<td>3 cr</td>
</tr>
<tr>
<td>N619</td>
<td>Advanced Pharmacology</td>
<td>3 cr</td>
</tr>
<tr>
<td>N630</td>
<td>Research Methodology in Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>Total Core</strong></td>
<td></td>
<td><strong>18 cr</strong></td>
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<tr>
<td><strong>Total Electives</strong></td>
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<td><strong>12 cr</strong></td>
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</table>

**Master's Degree in Nursing Science Course Descriptions**

**N603: Theoretical Components of Nursing Practice-3 credits.**

Students will examine and evaluate the components and functions of theory by exploring the role of different types of theory in a practice discipline.

**N604: Introduction to Statistics for Health Research-3 credits**

This course focuses on introductory statistical techniques frequently used in health sciences research, use of analytic software and database creation and management.

**N615: Advanced Pathophysiology-3 credits**

Concepts and theories related to disorders of physiological processes which result in health
alterations in the child and the adult. Alterations in normal body functions leading to disease and discomfort of the individual presented within an organizing framework. Clinical inferences from concepts and theories of pathophysiology and pharmacology presented in relation to clinical nursing practice in primary care.

**N614: Advanced Health Assessment-3 credits**

Classroom and laboratory practice and case-based approaches to health assessment and differential diagnosis of common health problems for diverse groups provide the context for advanced health assessment and clinical reasoning.

**N619: Advanced Pharmacology-3 credits**

This course reviews in depth the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

**N630: Research Methodology in Nursing- 3 credits**

Relationship between research and theory development and clinical practice in nursing. Includes research design, methods of data collection, and a variety of analytical procedures for interpreting results.

In addition to the core courses, the following electives courses are needed: 12 additional credits, at least three of which must be from the Elaine Marieb College of Nursing. The remaining nine credits must meet the conditions for graduate credit as outlined in the Graduate Bulletin.

Students enrolled in the PhD or DNP programs will be eligible to apply for this concentration. The goals of the MSNS concentration are to recognize students who have completed the necessary credits for a master’s degree in nursing and to provide competent MS-prepared nurses for generalist roles in nursing. This flexible program of study is intended for candidates in our doctoral or master’s programs who have fulfilled the requirements of the MSNS but are unable to complete their full plan of study or for those PhD or DNP students who were admitted as post-bachelor’s students and wish to complete the MSNS en route to completing the doctorate.

**II. Nursing Education Concentration (MSNE): 32 credits**

The Master of Science in Nursing Education prepares students to educate nursing students and health care professionals in the classroom, clinical, and online learning environment for the overall enhancement of nursing practice and health care delivery. The program fulfills the knowledge and competencies specified by the American Association of Colleges of Nursing (AACN) for master’s education and for the specific master’s in nursing education role and readies graduates to take the National League for Nursing certification examinations.

At the completion of this program, the graduate will be prepared to:
1. Develop a grounding in pedagogical theories

2. Evaluate nursing curriculum using accreditation guidelines

3. Consider quality measures in nursing education in developing and evaluating nursing curriculum

4. Use creative teaching methods to enhance pedagogy

5. Reflect on their own teaching style as a means of incorporating new teaching strategies

6. Train nurses for education roles in colleges, universities, and clinical settings

7. Develop an area of advanced clinical expertise for further development of the nurse educator role

The Nursing Education concentration in the master’s program consists of 32 credits, including the six core courses in our Master of Science curriculum listed below and N690D, a direct care clinical practicum in which the student will develop an area of advanced expertise in nursing practice.

Master's Core Courses

<table>
<thead>
<tr>
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MSNE Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>N690D</td>
<td>Clinical Practicum for Advanced Direct Care and Clinical Reasoning for Nurse Educators</td>
<td>2 cr</td>
</tr>
<tr>
<td>N642</td>
<td>Teaching in Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td>N641</td>
<td>Curriculum Development and Evaluation Process in Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td>N698T</td>
<td>Practicum: Teaching in Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
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<tr>
<td>Total Core</td>
<td>18 cr</td>
<td></td>
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<tr>
<td>Total MSNE</td>
<td>11 cr</td>
<td></td>
</tr>
<tr>
<td>Total Electives from College of Education or N560: Simulation in Healthcare Education.</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>32 cr</td>
<td></td>
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</tbody>
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Three credits of electives must be from the College of Education or the student may take N560: Simulation for Healthcare Education.

**Course Descriptions: Master’s in Nursing Education Courses**

**N690D: Clinical Practicum for Advanced Direct Care and Clinical Reasoning for Nurse Educators-2 credits.**

This supervised clinical practicum affords graduate students the opportunity to practice direct nursing care of diverse clients with varied needs in an identified area of nursing practice at an advanced level while collaborating with an interprofessional team.

**N642: Teaching in Nursing- 3 credits**

Focuses on the dynamic, creative process of teaching and learning clinical nursing in preparation for competent, reflective nursing practice. Philosophies, theories, methodologies, and trends relevant to nursing education included.

**N641- Curriculum Development and Evaluation Process in Nursing- 3 credits**

This course focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation and related processes in nursing education.

**N560- Simulation for Healthcare Education- 3 credits.(elective)**

Critique theories associated with simulation, communication and evaluation of student outcomes. Reviews care of simulation equipment and software and how to create and facilitate simulations culminating with a developed simulation.
Clinical and Teaching Practicum Information

Students have two practica as part of their plan of study in the MSNE program. The first, N690D Clinical Practicum for Advanced Direct Care and Clinical Reasoning for Nurse Educators, is a direct care practicum in which students will develop an area of nursing expertise in a direct patient care setting. This is a two-credit clinical practicum course, which translates to 112 contact hours (at a one-credit-hour to four-clinical-hour ratio). These direct care clinical contact hours are allocated for supervised practice in selected clinical facilities or community agencies. Placement will be arranged through negotiation with clinical preceptors, agencies, and the Elaine Marieb College of Nursing.

Direct Care Learning Environment: Patient or Patient Population Setting Examples:
1. Health care facility/primary care setting
2. Community/public health setting or outreach site
3. Psychiatric-mental health setting
4. OB/GYN or other specialty site
5. Acute or chronic medical-surgical or long-term care/rehabilitation setting

The student will be assigned to a qualified preceptor who will guide the student in meeting course objectives. The course faculty will collaborate with the preceptor throughout the clinical practicum and will be responsible for evaluating the student’s performance and progress. Students will record their clinical hours in Typhon.

Practicum Focus

The AACN/CCNE Master’s in Nursing Education Essentials emphasize practicum experience at the master’s degree level in the direct care role as a critical component in nursing educator training to advance the knowledge and expertise of students in a clinical area of practice. “Direct care” is defined as “nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes.”

In N690D, students will master clinical reasoning and nursing at the advanced graduate level. Depending on the plan of study, the practicum will run concurrently or sequentially with N614 Advanced Health Assessment, aligning with the didactic and theoretical material covered in the latter course. Students will hone baccalaureate level skills in health and physical assessment while advancing to higher level clinical reasoning skills and applying those skills within an identified clinical area of practice in order to build graduate level expertise in that area. Focus will be on analysis of patients/clients within the practice setting and application of evidence for best practice outcomes in developing and actualizing a treatment plan and patient
education in collaboration with a preceptor and healthcare team.

Student Requirements for Nursing Education Practicum Sites and Preceptor Selection:

This practicum (N690D) will provide the opportunity for students to develop graduate level expertise in a specific area of nursing practice. All students must complete all pre-practicum requirements, including uploading documentation to the online credentialing platform (Castle Branch) before beginning clinical contact hours. See current graduate student handbook for specifics of requirements for entry to a clinical practicum site.

Students will engage in a search for their preceptors with the help of faculty. Acceptable qualified preceptors include master’s prepared nurses working directly with patients, Clinical Nurse Leaders (CNL), Clinical Nurse Specialists (CNS), Nurse Practitioners, Nurse Midwives (CNMs), or MDs. Students may follow preceptors in hospitals, clinics, private practice settings and/or community settings. Students may choose settings such as acute or chronic care, long term care or rehabilitation, palliative care, psychiatric-mental health, public health primary care that match our faculty members’ areas of expertise and practice.

A student may choose to have two preceptors, if having two preceptors’ aids in achieving course requirements. Preceptors must have at least one year or greater experience in their field of expertise. Pre-approval by the practicum faculty or MS Director of all preceptors is required. Site visits for some local/regional students and online virtual or phone conference calls for all local/regional students and online virtual or phone conference calls for all local, regional, and distance preceptors will be completed during the practicum. The clinical practicum faculty of record for the course has responsibility for overall evaluation of all students and will rely, in part, on preceptors’ evaluations of students and students’ self-evaluations.

Students will arrange to complete hours as per preceptor/student schedules but should plan for about 8 hours per week so that contact hours can be completed by the end of the course. Each student will download the course syllabi (Both N614 and N690D), the preceptor/faculty/student agreement, the preceptor handbook including preceptor orientation materials and all evaluation forms available in the Graduate Preceptor Handbook and Graduate Student Handbook and deliver to the preceptor on/before the initial contract meeting. The College of Nursing needs a signed preceptor/faculty/student agreement, preceptor’s resume/CV and contact information sent to the College of Nursing before contact hours can begin to be included in your student file and our preceptor directory.

Students will enroll in Typhon at the beginning of the program and document their clinical hours for N690D in the Typhon Software. They will continue to document their teaching hours in Typhon when they take their teaching practicum course, N698T and will develop a teaching portfolio.
iii. Clinical Nurse Leader (CNL) Concentration

The Clinical Nurse Leader (CNL) concentration strengthens health care delivery by teaching the advanced knowledge and skills needed to provide comprehensive, across-the-life-span nursing services to individuals, families and groups. Teaching, inquiry and outreach prepare professional nurses to think critically and reflectively, prepare to serve a culturally diverse population, and manage care autonomously while holistically assessing and treating both health care needs and human responses to illness. The concentration also promotes social accountability; students are educated and encouraged to work for reform in the healthcare system at the community, regional and national levels. The Commission on Collegiate Nursing Education (CCNE), a national nursing education accrediting body, accredits this concentration.

The CNL is accountable for the application of research-based information and the efficient and cost-effective use of resources to improve clinical and environmental care outcomes and effect change in health care organizations.

The graduate is prepared to lead both intradisciplinary and interdisciplinary health care teams, and to function across all clinical settings in order to meet the demands of a complex care delivery system.

This program addresses the knowledge and competencies specified by the American Association of Colleges of Nursing (AACN) for Master’s Education and for the specific Clinical Nurse Leader role focus. The graduate is prepared to take the CNL certification examination prepared by the Commission on Nurse Certification (CNC) through AACN.

CNL Concentration Objectives

At the completion of the program the graduate will be prepared to:

a. Implement the CNL role in a variety of clinical settings

b. Apply advanced knowledge (pharmacology, pathophysiology, health assessment) and core competencies (critical thinking, communication, nursing technology/resources) to the development and evaluation of a plan of care for individuals or populations at the point of care
c. Assume accountability for the efficient and cost-effective use of human, environmental and national resources by applying principles of healthcare policy, finance, economics and ethics to improve quality of care delivery

d. Integrate knowledge of informatics, human diversity and ethics to address and manage variation in population outcomes and ensure culturally relevant care

e. Implement evidence-based practices and professional standards of care to affect change in health care organizations and improve outcomes of care

f. Apply principles of leadership and collaboration to improve the health outcomes of individuals and clinical populations

gh. Improve clinical practice and optimize healthcare outcomes through use of information systems and technologies

h. Advocate for the client, interdisciplinary care team and profession in legislative and regulatory arenas

Course Requirements

The Master’s CNL concentration requires completion of 32 credit hours of course work and selected courses include practicum/project hours. The curriculum consists of: 24 didactic credit hours and 8 practicum credit hours.

Sequence of Coursework through the Master’s CNL Concentration

Students enrolled in the Master’s CNL concentration must progress through coursework as specified in their individualized Plans of Study. Students need to take informatics, theory, research, and epidemiology before or concurrent with the launch of care core courses. In terms of the sequence of the care core courses: students must take N615 Advanced Pathophysiology and N619 Advanced Pharmacology before they progress to N614 Advanced Health Assessment. Students are expected to apply learned content from the previous two courses throughout the didactic course N614.

Affiliation Agreements with agencies and Preceptor Contract Agreements must be signed and in place before the practicum can occur.

All courses in the MS CNL concentration must be successfully completed before the student is allowed to enter their final clinical year of the program. The final clinical courses, N698N 2 cr.-112 contact hours and N798N 6 cr. – 336 contact hours for a total of 448 hours for students to be able to design and then implement a microsystem level Capstone Project.
Students will identify a practice-focused quality improvement project (all N698N) and will actualize and evaluate the project (spring N798N) either on their units or within a setting of their choice once negotiated. These will be negotiated and designed by the faculty of record for the courses and the students individually.

Both fall (N698N) and spring (N798N) clinical experiences are completed in the same setting. The setting requirement is that there be a patient population cared for by nurses. The setting will depend on the subject of the Capstone proposal. CNL students need a preceptor from the setting to oversee the project, and the student may work with one preceptor or a team.

The primary requirement for the main preceptor is a master’s degree in nursing. If there is a certified CNL in the setting, that person would be an ideal preceptor. Many students work with master’s prepared nursing educators, or even a nurse manager who has a MS in nursing. Students will log practicum hours completed for the two final clinical courses in a diary or journal format. If you have any questions about suitable preceptors, you may contact the CNL Program Director.

**Key areas for success**

1. Find a topic for which you have a passion!
2. Find a knowledgeable person who wants to share in that passion and guide you.
3. Engage support persons in your efforts.
4. Be flexible, plan well ahead, and be persistent!

**Clinical Requirements** - CNL students are to follow the guidelines for College of Nursing students as outlined in this book. All students must complete the requirements of CastleBranch as a prerequisite to beginning a clinical practicum.

**Faculty Advisors** - All College of Nursing faculty members who have graduate faculty status are potential advisors for master’s students. Students will be assigned an advisor upon admission. Graduate students are expected to meet at least once per semester with their advisor to outline their plan of study and discuss academic progress.
### The Clinical Nurse Leader Curriculum (32 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>N735</td>
<td>Informatics for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>N630</td>
<td>Research Methodology in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N540</td>
<td>Epidemiology for Clinicians</td>
<td>3</td>
</tr>
<tr>
<td>N615</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
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<td>N619</td>
<td>Advanced Pharmacology</td>
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<tr>
<td>N614</td>
<td>Advanced Health Assessment and Clinical Reasoning</td>
<td>3</td>
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<tr>
<td>N725</td>
<td>Leadership of Public Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>N701</td>
<td>Healthcare Quality</td>
<td>3</td>
</tr>
<tr>
<td><strong>N698N</strong></td>
<td>Clinical Practicum: Clinical Nurse Leader (112 contact hours)</td>
<td>2</td>
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<tr>
<td><strong>N798N</strong></td>
<td>Practicum: Clinical Nurse Leader (336 contact hours)</td>
<td>6</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>32</strong></td>
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</table>

*N698N & N798N Clinical contact hours are devoted to the design, implementation and evaluation of the CNL Capstone Project.

### CNL Program Office

University of Massachusetts Amherst
College of Nursing

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Cynthia Mendoza- Program Assistant
C) Doctor of Nursing Practice (DNP) – Online Program

General Information

The University of Massachusetts Amherst offers the Doctor in Nursing Practice (DNP) degree to prepare advanced practice nurses at the highest level. This professional nursing preparation will include advanced coursework in leadership, research translation, and clinical knowledge and skills. This degree emphasizes the evolving nursing roles in an increasingly complex health care system, new scientific knowledge, and ongoing concerns about the quality and outcomes of patient care. Applicants to the DNP program will choose either the Family Nurse Practitioner, Public Health Nurse Leader, Adult Gerontology Primary Care Nurse Practitioner, or Psychiatric Mental Health Nurse Practitioner. Applicants who are already Advanced Practice Nurses (APRNs) will complete the core courses of the DNP program (DNP Completion).

Doctor of Nursing Practice Program Terminal Objectives & Core Competencies

Graduates of the DNP program will practice at the highest level. Specific expected outcomes of the program require that graduates will:

a. Engage in nursing practice using the advanced knowledge from nursing and related disciplines to improve health outcomes

b. Provide leadership and collaborate with leaders in other professions for change in systems of care

c. Synthesize and translate evidence from nursing and other disciplines to manage complex health problems

d. Provide culturally proficient care to respond to health disparities and societal needs

Core competencies essential for those preparing for direct care roles and for population-based roles build on eight essential content areas:

a. scientific underpinnings for practice

b. organizational and systems leadership for quality improvement, and systems thinking

c. clinical scholarship and analytic methods for evidence-based practice

d. technology and information for the improvement and transformation of healthcare

e. health care policy for advocacy in health care

f. interprofessional collaboration for improving patient and population healthcare outcomes

g. clinical prevention and population health for improving the nation’s health

h. advanced nursing practice for improving the delivery of patient care
The DNP Program requires completion of foundation and upper level core courses and either courses in the FNP, AGPCNP, and PMHNP role concentrations or PHNL role concentration (see sample plans of study). If a student already holds a master’s APN degree, a transcript evaluation and an individually tailored plan of study is created, reflecting the DNP completion plan. A post master’s student must complete a minimum of 30 semester credits to complete the DNP degree.

**DNP Core Courses**

All students will take core courses that include the following:

- **N603** Theoretical Components of Nursing Practice (3)
- **N605** Scholarly Writing (3)
- **N630** Research Methodology in Nursing (3)
- **N651** Nursing Ethics, Health Policy & Politics (3)
- **N701** Healthcare Quality (3)
- **N704** Health Disparities and Social Justice (3)
- **N715** Intermediate Biostatistics (3)
- **N725** Leadership of Public Health Systems (3)
- **N735** Informatics for Nursing Practice (3)
- **N742** Defining Evidence for Problems & Solutions {Capstone I} (3)
- **N798U** Evidence Based Proposal Development {Capstone II} (2)
- **N798W** DNP Project Proposal Finalization and Approval {Capstone III} (1)
- **N840** DNP Project Implementation and Monitoring {Capstone IV} (3)
- **N898A** DNP Project Completion, Evaluation and Dissemination {Capstone V} (3)
Role Concentration Courses

In addition to the above DNP core courses, post baccalaureate students will choose the FNP, PHNL, AGPCNP, or PMHNP tracks, and complete additional courses as needed. An individually tailored Plan of Study will be created for Post-Master’s students based on transcript review.

Family Nurse Practitioner (FNP) & Adult Gerontology Primary Care (AGPCNP)

N614 Advanced Health Assessment and Clinical Reasoning (3)
N615 Advanced Pathophysiology (3)
N619 Advanced Pharmacology (3)
N670 Family Systems and Intervention (3)
N643 Assessment and Diagnosis of Psychiatric and Mental Health Disorders (3)
N703 Pharmacotherapy Management (3)
N610 Primary Health Care of Children, Adolescents & Young Adults (3)
N620 Primary Health Care of Middle Aged and Older Adults (3)
N723 Complex Health Problems in Primary Care – I (2)
N733 or N706 Complex Health Problems in Primary Care – II (2)
Complex Health Prob. in Primary Care for Patients with Multiple Chronic Conditions
N698 & N798 Practicums & Role Seminars (12 credits)

Public Health Nurse Leader (PHNL)

N540 Epidemiology for Clinicians (3)
HPP620 Introduction to the U.S. Health Care System (3)
EHS565 Environmental Health Practices (3)
HPP601 Application of Social & Behavioral Theories in Health Ed and Intervention (3)
HPP628 Financial Management of Health Institutions (3) (or equivalent PH course)
N640 Advanced Public Health Nursing I (3)
N750 Advanced Public Health Nursing II (3)
N760 Contemporary Issues in Public Health Practice (3)
N698G Practicum: Advanced Public Health Nursing I (3)
N798LL Practicum: Advanced Public Health Nursing II (3)
N798M Practicum: Contemporary Issues in Public Health Practice (3)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

N614 Advanced Health Assessment and Clinical Reasoning (3)
N615 Advanced Pathophysiology (3)
N619 Advanced Pharmacology (3)
N670 Family Systems and Intervention (3)
N580 Integrative Therapies (2)
N703 Pharmacotherapy Management (3)
N643 Assessment and Diagnosis of Psychiatric and Mental Health Disorders (3)
N707 Neuropsychopharmacology (3)
N612 Advanced Psychiatric Mental Health Nursing with Children & Adolescents (3)
N622 Advanced Psychiatric Mental Health Nursing with Adults & Older Adults (3)
N712 Advanced Psychotherapy Modalities with Individuals, groups and Families (2)
N722 Psychiatric Mental Health Complex Health Problems (2)
N698 to N898 Practicum & Role Seminar (11)
DNP Post Master’s Completion (for currently certified APN’s)

N540 Epidemiology for Clinicians (3)
N735 Informatics for Nursing Practice (3)
N715 Intermediate Biostatistics (3)
N701 Healthcare Quality (3)
N651 Nursing Ethics, Health Policy & Politics (3)
N725 Leadership of Public Health Systems (3)
N704 Health Disparities and Social Justice (3)
N742 Defining Evidence for Problems & Solutions {Capstone I} (3)
N798U Evidence Based Proposal Development {Capstone II} (2)
N798W DNP Project Proposal Finalization and Approval {Capstone III}
N840 DNP Project Implementation and Monitoring {Capstone IV} (3)
N898A DNP Project Completion, Evaluation and Dissemination {Capstone V} (3)

For a complete list of course descriptions, please browse the University Course Catalog

Faculty Advisors

All College of Nursing faculty members who have graduate faculty status are potential advisors for DNP students. Students will be assigned an advisor that is congruent with their area of interest whenever possible. DNP students are expected to meet regularly with their advisors to outline their plan of study, discuss academic coursework, and to prepare for the comprehensive exam and capstone scholarly project.

Program Overview of Progression through Coursework

The DNP program is a practice-focused doctoral program that prepares advanced practice nurses for increasingly complex evidence-based nursing practice. This includes translating research into practice, evaluating evidence, applying research in decision-making, implementing viable clinical innovations to change practice, and conducting and evaluating program development projects. The final scholarly requirement of the DNP program is the DNP project which is a requirement for graduation.
Overview of DNP Project Course Sequence

I-N742 Defining Evidence for Problems and Solutions

This course focuses on discussions and assignments regarding health intervention planning, implementation, and evaluation for the refinement and approval of the DNP Project proposal. Evaluating the evidence (literature review) and completing a gap analysis are fundamental aspects of this course.

II-N798U Evidence Based Proposal Development

This course is the second course in the sequence of five courses for the DNP, and the first of two courses designed to concentrate students’ efforts on a community of interest (COI) / organizational assessment and analysis to refine and solidify key concepts from the literature review completed in Capstone I. There are 112 indirect hours required for this course. Data collection and project implementation (i.e. project timeline) should not begin until after IRB approval (end of summer semester / Capstone III or beginning of Fall semester / Capstone IV).

III-N798W DNP Project Proposal Finalization and Approval

This course focuses on finalizing the proposal for the planned scholarly project. Two drafts of the proposal are read by course faculty and feedback given. If your adviser is available over the summer, you may work on early approval and then application to IRB. All students are required to at least draft the Human Subjects form in this course. There are 56 hours of indirect hours required for this course for the refinement and approval of the DNP Project proposal.

IV-N840 DNP Project Implementation and Monitoring

This course involves the actual implementation of the planned proposal. This includes seeking and obtaining both advisor and IRB approval as well as a letter of support from the clinical site of project if you have not obtained one already. You will actually implement / work on your project at the designated site with your preceptor / mentor. There are 168 hours of direct clinical hours required for this course.

V- N898A DNP Project Completion, Evaluation and Dissemination

This course is the fifth and final course in the DNP Project sequence and culminates with an evaluation of the completed project. You will complete and evaluate your DNP project at the designated site with your preceptor / mentor. There are 168 hours of direct clinical hours required for this course.

The DNP Project focuses on the implementation, monitoring, evaluation, and dissemination of a theoretically based research translation project designed as a programmatic intervention to address a practice problem.

Successful progression depends upon completing required course work, according to the student’s plan of study, maintaining a minimum cumulative GPA of 3.0, and working closely with advisor. The advisor and student should be mindful of incomplete grades and students whose CGPA falls below 3.0 who will be in jeopardy of dismissal by the College of Nursing and the University.
Students work within their DNP project courses and with their adviser to complete this scholarly project.

**DNP Project Description**

The DNP Project begins with a problem arising from clinical or public health practice. Graduates of the DNP program are uniquely prepared to help bridge the research-practice gap by appropriately developing, tailoring, implementing, and evaluating theoretically and evidence-based projects and programs and disseminating the results. Graduates are then able to deliver the intended benefit of the research evidence to the particular group, population, or community. The DNP project gives students a supervised opportunity to independently undertake this research translation process.

The problem under study in the DNP project must represent an identified need, as evidenced by a need assessment, gap analysis, community assessment, or other method of needs identification. For the project to be most effective, the stakeholders present at the site must agree that there is a need for the project and must be consulted and involved throughout the project. Indeed, the project may be done in partnership with the clinical agency, health department, College, church, government or community agency, voluntary organization, or community group.

The project literature review must support the need for the project and suggest an evidence base for the project. The literature review should include research studies on innovations that can be synthesized and developed into a program to address the practice problem. Further, the student must be seen as a credible authority on both the problem and the research-based innovation/program by stakeholders in the setting, thus, the focus of the problem and innovation/program must be on advanced nursing practice in the student’s specialty area. Finally, the student must be sufficiently familiar with the specific site in which the program will be implemented to tailor the program to the site’s organization, resources, and constraints.

**The DNP Project Process**

For the DNP Project students are assigned one College of Nursing faculty member and will identify an appropriate project site mentor. Students are expected to work closely with their faculty project chair and project site mentor, as well as their capstone course faculty throughout the process of completing the DNP project. Students should anticipate the need for multiple drafts before final approval of the proposal and final DNP project report.
The project site mentor should have substantive expertise in terms of the topic of the DNP work. A project site mentor with a Master’s or Doctoral degree is preferred, but the project site mentor may have no academic credential, yet is THE EXPERT in the specific field. As the expert in the field of the student’s programmatic intervention, they may have the background necessary to help guide the DNP project, providing detailed advice regarding the progress of the work from proposal development through actualization of the project, analysis of the results, and the conclusions.

The project site mentor must approve the proposal, the work, and final write-up along with the faculty members. A project site mentor can be a nurse practitioner, physician, and/or a public health leader within the facility or community where the project will be actualized. The designated project site mentor may be from anywhere in the world, as long as they have consented to the position on the committee and a willingness to guide from a distance. The DNP Project Chair has final approval authority on the Project.

A student must receive a grade of C or above in order to pass the DNP Project requirement. Once complete, DNP Projects must be submitted after the final approved DNP Project to ScholarWorks on the UMASS Amherst library site, (signatures are not required, names may be typed on the DNP Project Title Page). All DNP projects should be presented to a professional audience either at Scholarship Day or at clinical site or a professional conference.

Upon final completion and approval the student should submit the DNP FORM “Approval of DNP Scholarly Project” to the DNP office and their course instructor once the final approval is given.

Final requirement also includes posting your DNP Project on ScholarWorks on the UMass Amherst Library site. Instructions are provided to the student on how to do this within the course shell.

**Protection of Human Subjects**

Students must complete the “Human Subjects Determination” through the Kuali website. This occurs once the proposal is written and considered “ready” for this step in the project process by the course faculty. Detailed instructions for submitting the Human Subjects Determination form. The UMass Amherst Institutional Review Board (IRB) will determine whether the project needs additional IRB review and notify the student with a memorandum of determination via email. More Information: https://www.umass.edu/research/policy/human-subjects-research-policy

Students may NOT begin data collection prior to receiving IRB determination.
DNP Role Course Sequencing and Preceptor Selection

The Doctor of Nursing Practice (DNP) Program is focused on advanced nursing practice and requires a core of theoretical knowledge and a significant number of practice hours. The Elaine Marieb College of Nursing DNP curriculum adheres to the requirements of the American Association of Colleges of Nursing (AACN), “Essentials of DNP Education”, the guidelines established by the National Organization of Nurse Practitioner Faculties (NONPF), and The American Association of Community Health Educators. The UMass Amherst DNP program stipulates that all students engage in practicum experiences to fulfill the hours required of a practice doctorate. Post Master’s DNP students are required to document the number of practicum hours they obtained in their previous master’s degree program.

How to Select Preceptors

Preceptors should hold advanced degrees (a graduate degree) in nursing or medicine. Nurse Practitioners (MS prepared NP experts or DNP graduates) or physicians are preferred preceptors, but Physician Assistants (PAs) may be approved on a case-by-case basis. College of Nursing faculty instructors must approve all preceptors before a student can begin a practicum experience.

Preceptors and agencies are selected based upon their best fit with the course objectives and practicum focus for each course. Students must submit all required practicum documents well in advance of any experiences with an agency or community preceptor. Practicum guidelines are located in both the Preceptor Handbook and the Graduate Student Handbook.

Please plan well in advance with the Graduate Clinical Placements. It often work best if a student plans for and secures an approved preceptor(s) for courses up to a year in advance. The College supports students who are looking for clinical placements. The College Clinical Placement Coordinator is available to assist with identifying sites and DNP staff can assist with establishing affiliation agreements and other clinical site requirements. Up-to-date comprehensive information about clinical sites and preceptors is available in the DNP program folder.

If a student has not been successful in securing an approved preceptor prior to the beginning of any practicum experience, the student may be required to withdraw from the course. Withdrawal from a course will affect progression through the specialty courses and a new Plan of Study will be required.
Family Nurse Practitioner (FNP) & Adult Gerontology Primary Care Nurse Practitioner (AGPCNP)- Role Courses and Sequencing

Prior to beginning any specialty courses in the FNP/AGPCNP program, students must successfully complete N615 Advanced Pathophysiology, and N619 Advanced Pharmacology. Students must also have completed (or take concurrently) N703 Pharmacotherapeutics and both FNPs/AGPCNPs N670 Family Systems and Interventions when enrolled in the first specialty courses in the sequence, N614 and N698A.

In the FNP/AGPCNP program curriculum, there is a series of five theory courses with five concurrent practicum courses that provide content and experience in the specialty area of advanced primary care/family nurse practitioner. After completing these specialty courses, students will engage in the Final Immersion Practicum taken during their final semester in the DNP program. All FNP/AGPCNP students are required to take these courses, unless they have a Master’s degree in a nurse practitioner specialty, and have received some course waivers at the time of admission. These courses build upon each other and must be taken in the sequence outlined in the Plan of Study.

Course Descriptions:

N615 Advanced Pathophysiology (3 cr.) - This course examines the conceptual basis and specific knowledge of pathophysiology and disease recognition for children and adults as observed in the primary care setting.

N619 Advanced Pharmacology (3 cr.) - This course reviews in-depth the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

N703 Pharmacotherapy Management (3 cr.) – Integration of principles of pharmacology and therapeutic patient care management to construct, implement and evaluate optimal pharmacotherapeutic regimens for patients in various healthcare settings. This course includes an assignment with a local pharmacist.

N670 Family Systems and Interventions (3 cr.) - Selected concepts, theories and research related to family dynamics and family coping, with an emphasis on practice strategies to support family well-being and mental health.

N643 Assessment and Diagnosis of Psychiatric and Mental Health Disorders (3 cr.) This course introduces the diagnostic processes in mental health/mental disorders using DSM 5 diagnostic criteria, ICD coding, and other mental assessment tools while considering family, community, and cultural influences.

N614 Advanced Health Assessment and Clinical Reasoning (3 cr.) and N698A Practicum (1 cr.) – must be taken concurrently. N698A is the first practicum course in the FNP/DNP specialty concentration sequence.

Content and practicum focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation. Application of this knowledge occurs in the concurrent clinical practicum N698A, the first clinical practicum experience in the FNP specialty that affords students...
the opportunity to develop competence and confidence in a precepted clinical experience while applying knowledge obtained in a concurrent theory course.

Students will select an agency and a preceptor in their community and engage in 56 hours of practicum experiences to meet course objectives. The N698A UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. This first practicum experience, which starts mid-way through the semester, concentrates on the “Art” of Clinical Reasoning and, therefore, most any qualified provider from a variety of healthcare settings can be appropriate.

The concentration of the practicum is for students to learn the techniques and practices of the “Focused Case Visit” and the “Complete History and Exam Visit” to acquire a sound knowledge base in diagnostic reasoning and differential diagnosis prior to launching into the individual patient population courses. NPs and MDs who see patients of all ages in a primary care setting are preferred.

**N610 Primary Health Care of Children, Adolescents, and Young Adults (3 cr.) and N698E Practicum: Primary Health Care of Children, Adolescents, and Young Adults (3 cr.) – must be taken concurrently.**

Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse children, adolescents, and young adults. Application of this knowledge occurs in the concurrent clinical practicum N698E. Students will select an agency and a preceptor in their community and engage in 168 hours of practicum experiences to meet course objectives. The N698E UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a provider who services infants through young adults either in a family practice or in a practice that specializes in the care of children and young adults. Primary care and family practice NPs and MDs or pediatric NPs or pediatricians are appropriate choices for preceptors for this semester. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.

**N620 Primary Health Care of Adults and Older Adults (3 cr.) and N698X Practicum: Primary Health Care of Adults (3 cr.) – must be taken concurrently.**

Content and practicum focus is on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse adults and older adults. Application of this knowledge occurs in the concurrent clinical practicum N698X. Students will select an agency and a preceptor in their community and engage in 168 hours of practicum experiences to meet course objectives. The N698X UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a provider who adult patients either in a family practice or in a practice that specializes in the care of adults and older adults. Primary care NPs and MDs and ANPs are preferred choices for preceptors. Internal Medicine Specialists, GNP s, or Geriatricians can be appropriate choices for preceptors for this semester as approved by the faculty. Students will concentrate their experiences with patients with simple acute or stable chronic health problems.

**N723 Complex Health Problems in Primary Care I (2 cr.) and N798K Practicum: Complex Health Problems in Primary Care (2 cr.) – must be taken concurrently.**

Content and practicum focus is on building knowledge and skills beyond the provision of primary care for singular simple acute or stable chronic conditions of separate populations of patients to a focus on health care of patients of all ages with complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798K. Students will select an agency and a preceptor(s) in their community and engage in 112 hours of practicum experiences to meet course objectives. The N798K UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a family provider or a pediatric and an adult provider in order to assure that complex patients of all ages will be seen–providers can
be NPs or MDs or a combination of both.

**N733 Complex Health Problems in Primary Care II and N798KA Practicum Complex Health Problems in Primary Care II (2 cr.) – must be taken concurrently.**

This course provides students specializing in the advanced practice role of the Primary Care Family Nurse Practitioner the opportunity to build their knowledge and skills beyond that of the singular simple acute or stable chronic conditions of separate populations of patients that has been the focus of previous courses in the specialty. This course affords the opportunity to focus on health care of patients of all ages with complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798KA and completing **112 clinical practicum hours.**

**N706 Complex Health Problems with Multiple Chronic Conditions 2 (2 cr.) and N798S Practicum: Complex Health Problems with Multiple Chronic Conditions 2 (2 cr.) – must be taken concurrently.** This course provides students specializing in the advanced practice role of the Adult Gerontological Primary Care or FNP (DNP) Nurse Practitioner student the opportunity to build knowledge and skills beyond that of the singular simple acute or stable chronic conditions. This course affords the opportunity to focus on health care of adult and older adult patients (including frail elders) with multiple chronic conditions (MCC) and complex health problems. Application of this knowledge occurs in the concurrent clinical practicum N798S. The N798S UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. Students must recruit a MD or NP geriatric/gerontology and adult provider in order to assure that complex patients will be seen—providers can be NPs or MDs or a combination of both for a total of **112 hours** (52 hours needs to be in sub-acute rehabilitation and long-term care practice environments).

**Final Spring Semester of Study in the DNP Program**

**N898D Final Immersion Practicum (2 cr.) -**

This final practicum is an essential component of the DNP program that affords students the opportunity to immerse themselves in their area of specialty practice as they complete **112 hours of practicum** experiences in one semester. This practicum provides an intensive immersion opportunity for students to further enhance and integrate their prior learning and to gain experience with designated DNP essentials and specialty competencies.
In the DNP/PHNL program curriculum, there is a series of 3 theory courses with 3 concurrent practicum courses that provide content and experience in the specialty area of advanced public health nursing. After completing these specialty courses, students will engage in the Final Immersion Practicum N898A, taken during their final semester in the DNP program. All PHNL students are required to take these courses, unless they have a Master’s degree in Community or Public Health Nursing, and have received some course waivers at the time of admission.

The PHNL program includes 4 practicum courses, three of these courses are 3 credit practicum courses that require 168 hours of supervised practice, for a total of 504 hours. In the final semester of the DNP program, students will take the Final Immersion Practicum N898A for 6 credits (336 hours – of which 150 hours may be used to implement the required DNP Scholarly Project).

The three (3) theory courses in the PHNL sequence are designed to provide instruction in Advanced Public Health Nursing. In the 3 concurrent practicum courses, students implement the knowledge they acquire in the companion theory courses. These courses must be taken in sequential order, as they build upon each other. The Final Immersion Practicum course, N898A, is not taken until the last semester of the student’s coursework in the DNP program.

**Public Health Nurse Leader Specialty Role Courses**

**N640 Advanced Public Health Nursing I (3 cr.) (Fall) and N698G Practicum: Advanced Public Health Nursing I (3 cr.)** Content and practicum focus is on conducting a Comprehensive Community Assessment and a targeted Needs Assessment. Application of this knowledge occurs in the concurrent clinical practicum N698L. Students will engage in **168 hours of practicum experiences** to meet course objectives. This practicum is conducted in a community that the student chooses. Students will need an outside community preceptor for this course. In order to plan ahead by mid-semester students should be identifying a preceptor and an agency that they will affiliate with for the next practicum course, N798P, offered in the spring semester.

**N750 Advanced Public Health Nursing II (3 cr.) (Spring) and N798LL Practicum: Advanced Public Health Nursing II (3 cr.)** Content and practicum focus is on program development and evaluation in the field of public health. Application of this knowledge occurs in the clinical practicum N798P. This practicum should be conducted in the same community as the previous practicum course, N698L. Students will select an agency and a preceptor in the community and engage in **168 hours of practicum experiences** to meet course objectives. The N798P UMass faculty member will supervise this practicum course in conjunction with the student’s community preceptor.
N760 Advanced Public Health Nursing III Contemporary Issues in Public Health Practice (3 cr.) and N798M Practicum: Contemporary Issues in Public Health Practice (3 cr.)
Content and practicum focus is on current issues in public health nursing practice. Students will select an agency and a preceptor in the community and engage in 168 hours of selected practicum experiences to meet course objectives. The N798M UMass faculty member will supervise this practicum course in conjunction with the student’s community preceptor.

Psychiatric Mental Health Nurse Practitioner (PMHNP) - Role Courses

Course Descriptions:

N615 Advanced Pathophysiology (3 cr.) - This course examines the conceptual basis and specific knowledge of pathophysiology and disease recognition for children and adults as observed in the primary care setting.

N619 Advanced Pharmacology (3 cr.) - This course reviews in-depth the principles of pharmacology for classes of drugs commonly used in various health care practices. The most pertinent drug classes for nursing practice are included in this course.

N703 Pharmacotherapy Management (3 cr.) – Integration of principles of pharmacology and therapeutic patient care management to construct, implement and evaluate optimal pharmacotherapeutic regimens for patients in various healthcare settings. This course includes an assignment with a local pharmacist.

N670 Family Systems and Interventions (3 cr.) - Selected concepts, theories and research related to family dynamics and family coping, with an emphasis on practice strategies to support family well-being and mental health.

N614 Advanced Health Assessment and Clinical Reasoning (3 cr.) and N698A Practicum (1 cr.) – must be taken concurrently. N698A is the first practicum course in the PMHNP/DNP specialty concentration sequence.
Content and practicum focus is on acquiring the knowledge and skills needed to perform comprehensive health assessments and develop enhanced capacity for clinical reasoning and laboratory test interpretation. Application of this knowledge occurs in the concurrent clinical practicum N698A, the first clinical practicum experience in the FNP specialty that affords students the opportunity to develop competence and confidence in a precepted clinical experience while applying knowledge obtained in a concurrent theory course.

Students will select an agency and a preceptor in their community and engage in 56 hours of practicum experiences to meet course objectives. The N698A UMass faculty will supervise this practicum course in conjunction with the student’s approved preceptor. This first practicum experience, which starts mid-way through the semester, concentrates on the “Art” of Clinical Reasoning and, therefore, most any qualified provider from a variety of healthcare settings can be appropriate. The concentration of the practicum is for students to learn the techniques and practices of the “Focused Case Visit” and the “Complete History and Exam Visit” to acquire a sound knowledge base in diagnostic reasoning and differential diagnosis prior to launching into the individual patient population courses. NPs and MDs who see patients of all ages in a primary care setting are preferred.
Specialty courses include:

**N643 Assessment and Diagnosis of Psychiatric and Mental Health Disorders** - This course introduces the diagnostic processes in mental health/mental disorders using DSM 5 diagnostic criteria, ICD coding, and other mental assessment tools while considering family, community, and cultural influences.

**N580 Integrative Therapies in Health Care** - This course will examine integrative health therapies including the cultural contexts of health and health care, telehealth, dynamics of systems and individual change, and evidence-based analysis of therapeutic effectiveness.

**N697NP Neuropsychopharmacology (3 cr.)** - This course examines the pharmacological treatment of psychiatric mental health disorders and is structured to develop the student with a logical approach and treatment strategy to use when prescribing.

**N612 Advanced Practice Psychiatric Mental Health Nursing with Children and Adolescents (3 cr.)** - Content in the psychopathology, assessment, diagnosis and treatment of mental disorders affecting children and adolescents are presented.

**N698CA Practicum Advanced Practice Psychiatric Mental Health Nursing with Children and Adolescents (3 cr.)** – This course will consist of a supervised clinical practicum experience in a community-based health care agency providing advanced practice psychiatric mental health nursing care to children, adolescents and their families, **168 clinical practicum hours**.

**N622 Advanced Practice Psychiatric Mental Health Nursing with Adults and Older Adults (3 cr.)** – This course will consist of a supervised clinical practicum experience in a community-based health care agency/facility providing psychiatric mental health care to children, adolescents and their families.

**N698AD Practicum Advanced Practice Psychiatric Mental Health Nursing with Adults and Older Adults (3 cr.)** - This course will consist of a supervised clinical practicum in a community-based health agency or facility providing advanced practice psychiatric mental health care to adults and older adults, **168 clinical practicum hours**.

**N721 Advanced Psychotherapy Modalities with Individuals, Groups and Families (2 cr.)** – This course continues preparing students in developing advanced skills to deliver individual, group and family psychosocial therapeutics using evidence based psychosocial treatment models across the lifespan.

**N798GF Practicum Advanced Psychotherapy Modalities with Individuals, Groups and Families (2 cr.)** – This course consists of a supervised clinical practicum experience in a community-based inpatient or outpatient mental health care agency providing psychotherapeutic mental health care to individuals, groups and families, **112 clinical practicum hours**.

**N722 Psychiatric Mental Health- Complex Health Problems (3 cr.)** - A refinement of advanced knowledge and skills required to deliver psychiatric mental health care to culturally diverse individuals of all ages with complex mental health and psychiatric issues.

**N798X Practicum Psychiatric Mental Health- Complex Health Problems (3 cr.)** - This course will consist of a supervised clinical practicum experience in a health care agency/facility providing psychiatric mental health care to individuals, **112 clinical practicum hours**.
N898D Final Direct Care residency (2 cr.) - This final practicum is an essential component of the DNP program that affords students the opportunity to immerse themselves in their area of specialty practice as they complete 112 hours of practicum experiences in one semester. This practicum provides an intensive immersion opportunity for students to further enhance and integrate their prior learning and to gain experience with designated DNP essentials and specialty competencies.
D)Ph.D. in Nursing Program

Information, announcements and other resources relevant to the PhD Program are maintained on the Nursing PhD Program intranet website:

https://sites.google.com/view/umass-nursing-phd/home

PhD Curriculum

The PhD program builds on previous nursing education and is designed with both post-baccalaureate (78 credits) and post-master’s degree (57 credits) points of entry. Candidates with a DNP will have an individualized plan of study based on their transcript and experience. The program consists of courses in nursing knowledge and theory development, nursing research designs and methodologies, grantsmanship and scientific writing, and cognates; a comprehensive examination, and a dissertation.

Following a 2+ year community equity-directed co-creative process grounded in design justice, the PhD Program revised its vision, mission and programmatic objectives. These revisions were approved by the EMCON Faculty Assembly in April 2022.

VISION

The PhD program at the Elaine Marieb College of Nursing is recognized as a leader in the preparation of diverse, interdisciplinary and collaborative research scholars and global leaders who generate, disseminate, and embody knowledge needed to transform the discipline, achieve health equity and social justice, and sustain human and planetary health.

MISSION

The PhD program at the UMass Amherst Elaine Marieb College of Nursing prepares diverse, interdisciplinary and collaborative research scholars and global leaders capable of generating, disseminating, and embodying nursing knowledge needed to:

Provide Transformative Nursing Leadership

- Prepared to innovate and lead multidisciplinary and multi-sector collaborations in a variety of settings
- Combine principled high-quality integrative approaches to research and scholarship with creativity and a radical imagination
• Able to integrate philosophy, theory, history, humanities and the arts into research, scholarship and praxis

• Committed to lifelong learning and organizing for change

Achieve Health Equity and Social Justice

• Active in dismantling racism and systemic oppression

• Reflexive about power and positionality, and accountable for their own actions and impacts

• Practicing inclusivity and accessibility, and growing within communities of practice

Sustain Human and Planetary Health

• Recognize and articulate the interdependence of all beings with each other and the planet

• Nurture relationships with colleagues, communities and the environment through acts of collective care, such as teaching and learning and mutual mentorship

• Promote health, healing, and sustainability

The University of Massachusetts is accredited by the New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education.

Curriculum Requirements

Students who matriculated before 2014 complete the following curricula requirements: 57 Credits

- N700: History of Nursing Science and Philosophy (3 cr)
- N710: Quantitative Methods in Nursing Research (3 cr)
- N720: State of the Discipline of Nursing (3 cr)
- N730: Qualitative Methods in Nursing Research (3 cr)
- N810: Advanced Nursing Research (3 cr)
- N820: Emerging Nursing Theory (3 cr)
- N870: Role of the Scholar and Leader (3 cr)
- Intermediate Statistics (3 cr)
- Advanced Methods elective (3 cr)
- Advanced Nursing electives* (6 cr)
- Cognate electives (6 cr)
- Dissertation (18 cr)

*Comprehensive Examination

*Students may take these 6 credits as cognates rather than as nursing electives
Post Baccalaureate students who are matriculated before Fall 2014 complete the following additional 21 credits of coursework:

Total Program Credits (78)

N603 Theoretical Foundations of Nursing Science (3 cr)
Nursing Electives (9 cr)*
Cognate Electives (6 cr)
Introductory Statistics (3 cr)

*Students may take these 9 credits as cognates rather than as nursing electives

*Some courses are offered online through University Without Walls (UWW).

The plan or study of applicants with DNP degrees or Master’s Degrees in other fields will be tailored to the learning needs of the applicant. Students who matriculated in Fall 2014 and after complete the following curricula requirements: 57 credits

Pre-requisites

N604: Introduction to Statistics for Health Research: (3 cr)
Computer Application and Analysis of Data (or equivalent) (3 cr)

Required Courses

N700: History of Nursing Science and Philosophy (3 cr)
N710: Quantitative Methods in Nursing Research (3 cr)
N716: Intermediate Statistics (3 cr)
N720: State of the Discipline of Nursing (3 cr)
N730: Qualitative Methods in Nursing Research (3 cr)
N775: Measurement in Health Research (3 cr)
N810: Advanced Nursing Research (3 cr)
N820: Emerging Nursing Theory (3 cr)
N897A: Topics in Health Research (3 cr)
N870: Role of the Scholar and Leader (3 cr)
Advanced Methods elective (3 cr)
Cognate electives (6 cr)
N893a: Dissertation Seminar Fall and 893b Spring (1 cr each)
N899: Dissertation (18 cr)

Comprehensive Examination

Mentored Research Experience (120 hours minimum)

Post Baccalaureate students who are matriculated in Fall 2014 or after complete the following additional 9 credits of coursework (or their equivalent):

Total Program Credits: 66
N603: Theoretical components of Nursing Practice (3 cr)
N630: Research Methods in Nursing (3 cr)
N604: Introduction to Statistics for Health Research: Computer Application and Analysis of Data (or equivalent) (3 cr)

Coursework in academic writing is strongly encouraged for all learners. Tailored plans of study for current curricular requirements will be reviewed and approved by the PhD Academic Matters Committee on a case-by-case basis.

The PhD curriculum consists of a series of courses in three areas: emancipatory philosophies and theories of nursing and knowledge production; research designs and methods; and cognate courses (Graduate courses in disciplines outside of Nursing that augment the student's area of study). In addition to academic coursework, students must:

- Successfully pass a Comprehensive Examination after they have completed N700, N710, N730, N775, and N820 (at the end of the 1st year of study for most MS-PhD students);
- Complete a 120 hour (minimum) set of mentored research experiences;
- Submit and orally defend a scholarly dissertation prospectus
- Implement, write and defend an original dissertation study

**PhD Nursing Courses:** All PhD students enroll in courses in the areas of nursing knowledge and theory, research design and methods, and cognates. These required courses are offered in a sequence that is presented in specific Plans of Study for Post-Baccalaureate and Post-Master's students.

**Cognate Courses:** With the assistance of their faculty advisor, students select graduate courses in disciplines other than nursing that will support their area of doctoral research. For example, many students have found appropriate courses in the following programs: education, public health, kinesiology, nutrition, biology, anthropology, sociology, psychology, philosophy, communication, labor studies, management, economics, political science, public policy and administration.

Students are required to take a minimum of two courses per semester and are encouraged to complete degree requirements within four (post-master) to six (post-baccalaureate) years. A scholarly seminar series is also required as part of the curriculum for PhD students. These non-credit seminars, scheduled over the academic year, provide an opportunity for students, faculty, alumni and guest scholars to dialogue on issues related to scholarship, education and leadership.
Mentored Research Residency

**Requirement:** Each student will engage in a 120 hour mentored research residency under the supervision of one or more faculty members. A supervised residency under the supervision of a postdoctoral fellow or faculty member outside of the EMCON may be acceptable but this must be approved by the student’s advisor and PhD Program Director in advance.

**Timing:** These residencies are typically undertaken after completion of the written comprehensive exam, and prior to submission of the dissertation prospectus. The 120 hours can be done during intersessions (winter or summer) and/or spread out across multiple semesters, if necessary and conducive to a good learning experience.

**Contract:** The student will contract with one or more faculty members to participate in supervised research experience. This experience could be working as a Research assistant (paid or unpaid) on the faculty’s research, or conducting pilot work for the student’s own research. It is expected that this experience will lead to dissemination activities such as publications or presentations. A timeline for the experience and set of goals/deliverables such as publications or peer-reviewed presentations should be clearly outlined in the contract.

***Notably, the research residency should involve application through activities such as grant-and/or study protocol writing, IRB submission, data generation and cleaning, data analysis and interpretation, dissemination and/or community-engaged research activities, and must consist of more than a literature review and/or synthesis of existing knowledge from the peer-reviewed literature***

A copy of the Mentored Research Residency contract template can be found in the Appendix.

**Synchronous Distance Education:** A blend of in-class and distance technologies are typically used in the PhD program. Most courses will involve a combination of live, synchronous learning during scheduled class hours and lecture materials/experiences that can be accessed asynchronously via Blackboard or other online platforms. We’ve endeavored to develop a course schedule and set of supports that will meet the needs of students across diverse contexts to the best of our ability, including students navigating on-going challenges related to the global pandemic, and students who may be accessing course materials from distant time zones.

If you anticipate any challenges connecting to coursework due to a lack of adequate equipment or internet issues, we encourage you to contact the PhD Program Director (r.walker@umass.edu) and/or our IT support team (itservicedesk@umass.edu) to arrange for assistance.

**Faculty Advisors**

All College of Nursing faculty who hold a PhD or equivalent terminal research degree, maintain
active programs of scholarship including recent (within the past 3 years) peer-reviewed data-based publications and/or research grants, and who have graduate faculty status are eligible to serve as Dissertation Chairs and primary advisors for PhD students. Students will be assigned an advisor whose program of research, CV, and strengths or background are congruent with the student's area of interest, strengths, and career goals. Students are also encouraged to consider other persons within the University community and beyond who may be in a position to support their scholarly growth, physical social spiritual and/or mental well-being, and/or help to hold them accountable for emancipatory and anti-racist nursing praxis.

This program recognizes that a PhD and/or other criteria listed above for Dissertation Committee Chairs is not the end all, be all of what constitutes “expertise” to mentor and guide scholarly development – in fact, far from it. Expertise resides in lived experience, which may have no relationship whatsoever to a particular degree. As such, we recognize that many different types of individuals and communities may serve as vital guides and supports on the path to one's PhD (and beyond). Further, we encourage students to look outside their particular nursing program track, to engage with persons involved in the community and scholarship of other disciplines as well as other types of nursing practice preparation (DNP, MSN, RN, LPN and CNA), teaching, community organizing and activism, policy, communications, and leadership.

PhD students are encouraged to meet regularly with their advisors to outline their plan of study, discuss academic coursework, prepare for the comprehensive exam and dissertation, and co-create a plan for professional development. If a student wants to change advisors, they are encouraged to meet with the director of the PhD program to facilitate the change.

A list of current PhD advisors is maintained on the program intranet:

https://sites.google.com/view/umass-nursing-phd/faculty-profiles

PhD Program Office
University of Massachusetts Amherst College of Nursing
032 Skinner Hall
Amherst, MA 01003-9304
Cynthia Mendoza, Program Specialist
Tel: (413) 577-2322 Fax: (413) 577-2550
In the interests of fairness and to ensure protection of the rights and intellectual property of all parties, we encourage learners and faculty to review the following guidelines and policies on authorship and order of authorship for published material.

In general, the faculty should approach their roles with the view that material produced by learners within the scope of existing coursework (such as graded papers submitted for class assignments) is provided as part of their professorial duties and these activities do not automatically meet standard authorship guidelines. In most cases, publications stemming from PhD dissertations, Honors theses, and DNP final projects would be first-authored by the student who completed the work. Exceptions to this guideline should reflect best practices for authorship as outlined below.

Please review the following authorship guidance:


We direct advisors and students to this recent interpretation of the existing guidelines, regarding criteria for Authorship and Order of Authorship:


At the time a learner or faculty recognizes that material they are developing is headed towards publication, they are encouraged to put their expectations for members of the team in writing, by
drafting a preliminary Authorship Agreement. Below is a sample authorship agreement. This agreement is only a template. You may modify to meet the specific needs of any given publishing project.

**Sample Authorship Agreement**

Working Title/Topic: ________________________________

What is the origin of the work (check all that apply):

- [ ] Class paper
- [ ] Dissertation
- [ ] Secondary analysis
- [ ] Grant
- [ ] DNP Project
- [ ] Thesis
- [ ] Other (specify)________________

Is this intended to be a presentation or manuscript (check all that apply):

- [ ] Presentation
- [ ] Manuscript
- [ ] Poster
- [ ] Other

If presentation, where will you present the research? ________________________________

If manuscript, which journal will you target? ________________________________

List below all anticipated authors and their order:

<table>
<thead>
<tr>
<th>Order</th>
<th>Author name</th>
<th>Anticipated Contribution*</th>
<th>Author Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: add rows as needed for additional authors.

*Examples of contribution:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work.\(^a\)
- Drafting the work or substantial critical revision for intellectual content.\(^a\)
• Final approval of the version to be published.
• Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.


If you anticipate multiple outcomes from the same research effort (e.g., poster presentation and manuscript publication), use one template for each planned activity.

*All contributions from faculty refer to contributions outside of faculty role.

Comprehensive Exam Policy/Application to take Exam

(Please see section on Graduate Academic Polices for all graduate programs regarding progression).

Information for the 2022 Comprehensive Examination will be available in early Spring 2022:

All students in the PhD program are required to take a comprehensive examination at the end of their first year of PhD course work (for most BS-PhD students the exam is at the end of year two, after their first year of live coursework). In order to request to sit for the examination the following courses must have successfully completed: N700, N710, N716, N730, N775, and N820. Students who are not eligible to take the comprehensive exam (e.g., incomplete in a required course) will have the opportunity to take the examination prior to the fall semester. The examination questions provide students the opportunity to demonstrate mastery and synthesis of the content in the 1st year course.

A three-person Comprehensive Exam Committee will be responsible for identifying questions and the generation of grading rubrics. The PhD Program Director and the Dean will choose committee members. The Comprehensive Exam Committee is typically composed of faculty who have recently taught the required first year courses, and must include at least one faculty member who has previously participated in the generation or grading of the Comprehensive Exam.

Students will receive a separate grade of Pass or No Pass for each exam question. In order to progress in the program, a grade of Pass must be achieved on all exam questions. Students who do not receive a ‘Pass’ on any part of the exam will be provided feedback on their performance and given an opportunity to sit for an oral exam at the end of August. All committee members and the PhD Program Director will be present for the oral exam. Students who do not receive a ‘Pass’ on any portion of the oral portion of the exam will be provided feedback on their performance and
referred to the PhD Program Director.

To request to take the PhD required comprehensive examination, please complete the Comprehensive Examination Application form (Attached). This form must be received by the PhD Program director 14 days prior to the scheduled examination time.

**Application to Take the Exam**

1) In order to sit for the exam, the Comprehensive Examination Application Form must be submitted to the PhD Program Director 14 days prior to the exam date.

2) The grade for each of the 6 required courses must be provided on the application.

3) If the student is currently enrolled in one of the 6 required courses, the **student** must have the professor of record initials next to the grade indicating that they anticipate a passing grade.
   a. If the student does not pass the course as anticipated, they will not be allowed to sit for the exam.
   b. If a student is not eligible to take the exam (e.g. they receive an “incomplete” in a course), they will need to contact the PhD Program Director to determine when the test can be taken.

**Exam Procedures**

1) The Comprehensive Exam Committee will determine the precise format and delivery methods for the exam.

2) Student may rely upon any printed documents, written notes, or books that they would like to reference during the exam.

**Exam Content**

Exam questions will allow students to demonstrate mastery and synthesis of 1st year course content. Faculty from 1st year courses write the exam questions. The exam topics and questions are summarized below:

<table>
<thead>
<tr>
<th>Theory &amp; Philosophy</th>
<th>Students will synthesize knowledge learned from History of Nursing Science &amp; Philosophy (N700) and Emerging Nursing Theory (N820).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Critique</td>
<td>Students will be asked to provide a thorough critique of a research article involving qualitative research methods that will be provided. This can include articles involving mixed methods. The critique should be written as if reviewing the study for publication in a peer-reviewed journal.</td>
</tr>
</tbody>
</table>
Students will be asked to provide a thorough critique of a research article involving quantitative research methods that will be provided. This can include articles involving mixed methods. The critique should be written as if reviewing the study for publication in a peer-reviewed journal.

**Grading Policies**

1) Criteria and rubric will be developed for grading each question by the PhD Comprehensive Exam Committee.

2) Grading will be pass/no pass for each question.

3) Students will be notified of results in writing within three weeks of taking the exam.

4) If a “PASS” is not achieved on every question, the student will have an opportunity demonstrate their mastery of that content area during an oral exam at the end of August of the same year. There will be an oral exam question for each written exam question that did not receive a PASS.

5) For any portion of the oral exam on which a “PASS” is not achieved:
   a. The student will be provided feedback on their performance.
   b. The student will be referred to the PhD Program Director and Graduate Program Director where a final decision will be made.
**Note**: This form must be completed by the student and advisor and submitted to the PhD Program Director 14 days prior to the scheduled examination time.

Student name: ________________________________

Date_________________________ Examination date: _________________

I the table below, indicate the semester/academic year you completed the courses pre-requisite for the Comprehensive Examination.

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Semester/Year Completed</th>
<th>Grade</th>
<th>FA Initials*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nur700 History of Nursing Science &amp; Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur710 Quantitative Methods in Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur716 Intermediate Statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur730 Qualitative Methods in Nursing Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur775 Measurement in Health Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur820 Emerging Nursing Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ______________________________________

Date____________________________________________________

Advisor Signature: _______________________________________

Date____________________________________________________

PhD Program Director Signature: __________________________

Date____________________________________________________

*If the student is currently in the course, the professor of record will initial if the student is currently passing the course.

**Students must pass the entire comprehensive exam in order to progress in the PhD program**
Candidates for the degree of Doctor of Philosophy (PhD) must complete an acceptable dissertation. A successful dissertation satisfies the following criteria:

1) Demonstrates the candidate’s intellectual competence;
2) Makes an original and valid contribution to nursing science; and
3) Is an individual achievement and product of independent research?

The first step is to assign the dissertation committee (Appendix B). The dissertation research is conducted under the supervision of a dissertation committee, a group of at least three faculty members from the University of Massachusetts Amherst who have graduate faculty appointments with dissertation advising privileges. Two of the dissertation committee members must be chosen from the College of Nursing with one member serving as chairperson. The third graduate faculty member must be chosen from a department outside of nursing but within the University of Massachusetts Amherst. This person must also be a member of the graduate faculty.

The second step is to approval of the dissertation proposal. The student, under the guidance of the Dissertation Chair and the other committee members will develop a research proposal. It is the responsibility of the student to organize a meeting of the Dissertation Committee including the Chair of the Dissertation Committee, the other members and the student, to discuss the research problem before approving the dissertation proposal. At this meeting, the student will present the proposal and with the committee will discuss the research plan. At the conclusion of the discussion, the Committee will determine the following: 1) Pass. The proposal is acceptable as is; the student can proceed to the next step of the research process, which is usually submitting the proposal to the Institutional Review Board for the Protection of Human Subjects (IRB). 2) Pass with minor revisions. There is additional work on the proposal before proceeding to the IRB. 3) Pass with major revisions. There is substantial work that must be completed before the student can proceed. The committee will reconvene when the student has completed the additional work. 4) No pass. The proposal is not acceptable for a dissertation. All members of the dissertation committee and the Graduate Program Director must approve and sign the dissertation proposal and forward it to the Dean of the Graduate School (Appendix B). The approved dissertation proposal must be submitted to the Graduate School at least seven months prior to the dissertation defense.

The actual structure of the dissertation manuscript will be decided on by the PhD Candidate and the Committee (all formats must be consistent with the requirements of the library as noted below). Dissertation may be written in the chapter format (1) Introduction, 2) Background/ROL/Theoretical framework, 3) Methods, 4) Findings, 5) Discussion/Conclusions) or be constructed in the manuscript format. Other formats may be
acceptable, but these two are the most common in nursing at present. Typically, the dissertation proposal is comprised of the first three chapters (1) Introduction, 2) Background/ROL/theoretical framework, 3) Methods.

The following outline illustrates the typical format of a “traditional” (book-style) and manuscript-based dissertation:

Anatomy of a Dissertation Proposal.docx

**Manuscript format**: The manuscript style dissertation typically is written in five chapters with the same first (Introduction) and last (Discussion/Application/Conclusions) chapters as the 5-chapter format. The other chapters consist of manuscripts that will be (or have been) submitted for publication in a peer-reviewed journal. Students are highly encouraged to consult with their advisors and Dissertation Committee members prior to submitting any manuscripts for peer review. *At least one* of the manuscripts will contain data-based results and interpretation of the dissertation study. The student and committee will determine the contents of the manuscripts. Manuscripts often include a synthesis of the literature, a methods paper, a paper on clinical, theoretical or policy implications, and others. Authorships should be determined in advance according to the suggested guidelines. It is expected that the student will serve as lead author on all manuscripts generated as part of the manuscript-style dissertation.

**Steps For Proposal Defense**

- A dissertation Committee should already be established.

- Student contacts the PhD program assistant to reserve Skinner room for defense (or, under conditions of COVID19-related precautions, to arrange for a ZOOM defense link per policies of the Graduate School).

- PhD Program Assistant needs to be informed of the date of the proposal defense.

- PhD student to provide the title of their defense to PhD Program Assistant so the correct signature page can be constructed and sent back to the student.

- Student is to bring **at least 4** copies of the original signature pages to the day of their proposal defense. (In light of a ZOOM defense under COVID19 physical distancing requirements, this process may be handled digitally per the advice of the UMASS Graduate School.)

- An e-signature is acceptable if a committee member is not present on the day of defense.

- Once the signature pages are signed, bring 2 original pages to PhD Program specialist.

After the research is completed, and the dissertation is written and has tentative approval from
the Dissertation Committee, the dissertation defense can be scheduled. The guidelines for dissertations can be found at https://www.umass.edu/gradschool/current-students/doctoral-degree-requirements-and-dissertation-information. The time and date of the dissertation defense shall be submitted to the Graduate Dean when all the Dissertation Committee members agree that the dissertation is sufficiently complete to stand defense (Appendix B). **NOTE:** There must be a period of at least seven months between the proposal defense and the dissertation defense.

All Dissertation Defenses will be announced in the UMass Amherst electronic journal to invite interested Graduate Faculty and others to attend. The Office of Degree Requirements must receive written notification of the scheduling of a Final Oral Examination at least four weeks prior to the date of the defense. A defense cannot be held unless it has been publicly announced in the UMass Amherst electronic journal.

**The student must come to the UMass Amherst campus for the defense (unless COVID19-related physical distancing requirements are in effect, in which case the Graduate School will provide advisement regarding acceptable formats for a defense).**

Members of a student’s dissertation committee must be present in person or via video-teleconference for the final oral defense. (Note: All Graduate Faculty are invited to attend and cannot be excluded from the Dissertation Defense. Departments differ in allowing others to attend. Courtesy suggests that the Chair of the Committee, whose name is published in the UMass Amherst electronic journal, be consulted by others attending the Defense, with the stipulation above).

**The Program strongly encourages that public defenses include both a public portion for the candidate’s presentation and general questions from the public/attendees, followed by a closed portion in which only members of the Dissertation Committee are present and can ask more technical questions of the candidate.**

While other faculty may attend the defense, only the three members of the Dissertation Committee may cast a vote.

There are three possible outcomes for a dissertation defense. First is “Pass,” no further action is required except submission to the Graduate School. The second possible outcome is “Pass with revisions.” In this case the dissertation is substantially completed and sound, but requires further refinement before the committee approves the dissertation. The third category is fail. A unanimous vote of Pass is required for the student to pass the Dissertation Defense. The dissertation must be approved and signed by all members of the Dissertation Committee and the Dean. See the Graduate School Handbook for specific instructions.

Successful completion of the dissertation defense is reported to the Graduate School in the form of a memorandum (Appendix B). A copy of this memorandum and the signatory page will be placed in the student’s file.
Steps for dissertation defense:

- PhD Program Assistant needs at least 5 weeks’ notice of the final dissertation defense. (Dissertation title, day, date, time, room) The Graduate School’s requirement of defense announcement is 1 month prior.

- Student or Committee Chair reserves Skinner room for defense.

- PhD Program Assistant will remind the student to send her the signed doctoral degree eligibility form (required from the PhD student).

- PhD Program Assistant will construct the signature pages and send the signature page to the PhD Student.

- Student is to bring at least 4 copies of the original signature pages to the day of the final oral defense.

- Student must be present on the day of their dissertation defense.

- ALL committee members must be present on the day of the oral defense.

- Chair to set up zoom link for dissertation defense and sent to Graduate Faculty and PhD students.

- Once the signature pages are signed, bring 2 original pages to PhD Program Assistant office room 032


- Helpful information:

- CHECKLIST FOR DOCTORAL DEGREE:

- CHECKLIST FOR FINAL DOCTORAL ORAL EXAMINATIONS:
Manuscript Instructions:

The dissertation must be typed in a proscribed style. (Refer to the *Guidelines for Master's Theses and Doctoral Dissertations*, available in the Office of Degree Requirements or online at: http://www.umass.edu/gradschool/policies-forms/forms-graduate-students. The Graduate School is the final and only arbitrator of what is an acceptable dissertation. The dissertation shall be submitted to the Graduate School in electronic format, by the deadline for the appropriate degree-granting period, following the instructions of the Graduate School.

Two original signature pages for the dissertation must also be submitted by the deadline to the Graduate School, along with the Eligibility for Degree Form. A microfilm fee is required to cover the submission of the electronic dissertation and the microfilm publication.

Copyrighting the dissertation is required, however registering the copyright is optional. The dissertation will be cataloged in the Library of Congress and in the W.E.B. Du Bois Library. Microfilm copies may be purchased from University Microfilms Library Services, 300 N. Zeeb Road, Ann Arbor, MI 48103-1500 or online at http://dissexpress.umi.com/dxweb/search.html. Publication by microfilm does not preclude the printing of the dissertation in whole or in part in a journal or as a monograph.

Consult the Office of Degree Requirements for degree requirement deadlines. It is strongly recommended that a technical review of the dissertation take place prior to the deadline. Materials returned after the deadline or not in accordance with technical requirements will be processed for the next degree-granting period.

All students must enroll for 18 dissertation credits. No student is exempt from this requirement. Normal tuition rates will apply. In addition, all students who matriculate in Fall of 2014 and beyond are required to enroll in a dissertation seminar N893A each semester while they are working on their dissertation. Continuous enrollment is required until completion of the dissertation.

Please see Appendix B for PhD Forms and Memoranda
Appendix A: Practicum Materials

PREPARING FOR YOUR CLINICAL PRACTICUM

PLEASE READ THOROUGHLY to avoid delays or cancellations of your practicum.

WHO TO ASK:

**Katy Bobianski** is our Graduate Clinical Placement Coordinator. Katy will work with you to find a clinical site if you are having trouble finding one on your own. Katy can also answer questions about the appropriateness of a site or preceptor. If you would like assistance to find a clinical site, please email Katy. **Be sure to include your specialty track, the name and number of the clinical course, and the State you will living in during the clinical semester.**

Katy will also help with entries into the Centralized Clinical Placement (CCP) system that may be required by specific sites in Massachusetts (See below more details about CCP).

**kbobians@nursing.umass.edu**

**AJ Juno**, can answer questions about affiliation agreements, and **AFTER** you have been accepted for placement at a site, AJ will help with Typhon (the database you record preceptor hours), and onboarding requirements the site might need such as verification letters, and paperwork on immunizations, background checks, computer access, etc.

**Please note:** Each site is different, and some sites do not require any paperwork.

**ajuno@umass.edu**

Karen Ayotte, **kayotte@nursing.umass.edu** can help you with SPIRE, registration, and your plan of study

**For all academic questions about your course:** Please ask your instructor including questions about what type of preceptor or site is acceptable, hours required, or anything to do with the class work or grading.

Please familiarize yourself with the steps for preparing for your clinical practicum. You should start early, especially in determining **whether your site needs an affiliation agreement.** It is important that you maintain good communication with your site to ensure your placement acceptance and if they need onboarding paperwork from the college or you. For more details about the courses and academic requirements, and criteria for choosing a preceptor, read the **Graduate Handbook** located on our College of Nursing website.
You can start to prepare for your practicum at any time. Allow enough time to prevent any surprises from your site when you start your clinicals. First make sure your site doesn’t need an affiliation agreement. If they do, that can take many months, sometimes 6 months or more. You should start uploading information to CastleBranch at least 2 months before a clinical, earlier is advised. You should ask your site when, or if, they need paperwork from the College of Nursing, and allow enough time.

Affiliation Agreements:

The first step is finding out if your site needs an affiliation agreement. You must ask the correct person or department. If an agreement is needed, this process can take many months. Do not confuse an affiliation agreement with the Student-Preceptor Form (below). Remember, an affiliation agreement may not be needed at all, check with your site.

- An affiliation agreement is a contract between UMass Amherst and the corporation or owner that owns the site of your practicum. UMass does not need an affiliation agreement for you to do your practicum. But some sites do. For the many sites that do not, you can go there without the lengthy process it takes to complete an agreement. Once an agreement is finished, it will last for years. The typical expiration date is 3-5 yrs, but many never expire.
- It is your responsibility to find out if an agreement is needed. The first thing you need to do is ask them. If you don’t know who to ask, start with the HR department or the administration. Your preceptor might not know. If you give us the wrong person who does not work with agreements, that can create delays. If your site has any questions, AJ would be happy to answer. You are free to give AJ’s contact information.
- Allow enough time to execute an agreement. It can take 2 to 6 months to complete. 6 months is rare, but it does happen. And sometimes, even rarer, UMass and the site cannot reconcile our disagreements, and the affiliation agreement is not completed. It is best to have a back-up site available in case this happens.
- You can always write AJ to find out if we already have an agreement with a site.
- If your site needs an affiliation agreement, find out the contact person that AJ will be working with and gather the following information: full site name, full contact name, title, email, phone number, mailing address and the semester you want to start. Next, complete the online form:

   Affiliation Agreement Request Form
   
   This online form will go directly to AJ Juno when you submit.

   https://forms.office.com/r/9SWNyafen9

   After you fill out the website request form, you are always free to email AJ directly with questions, updates, or changes. It is important that you get the correct person at the site, otherwise there can be long delays. Once AJ has all the info needed the process will begin and you will be notified when completed, or if there are problems.

   Once you have a site and a preceptor:

   - New Students: If you are new to Typhon and do not have a student login, email AJ Juno who will send you one. There is a one-time fee of $90. Your Typhon account will last up to 5 years after you graduate so you can take advantage of your Typhon Portfolio. If you had a Typhon account from another school, it is NOT transferable.
• **CastleBranch Health and Background Check Requirements**: All students need to set up an account with CastleBranch (our third party vendor), after admission to the Elaine Marieb College of Nursing. You will be responsible for uploading your immunizations and required documents at least two months before your first clinical. You must have a mandatory background check that is a separate package code. See detailed instructions below, at the end of this document.

**Complete the STUDENT-PRECEPTOR FORM via DocuSign LINK:**

*This form is intended to provide information needed to make a Typhon account for your preceptor and set up your site in Typhon.*

- **Even if you have had the same preceptor in a previous semester, please fill out this form so we have the preceptor’s signature each semester.**
- You may have more than one preceptor in a semester. For each preceptor you will need to complete a Student-Preceptor Form. If your preceptor doesn’t sign, we will still allow you to go to your clinical.
- The required fields are needed to fill out the fields in Typhon for your preceptor and clinical site. The Course # starts with N.
- Obtain a CV (resume) from your preceptor and email it to AJ Juno. The preceptor may do this directly.
- Only you, the student, will be able to complete the fields in DocuSign. The preceptor will not be able to do anything but sign at the bottom. Also, we don’t want to have them do that kind of work—we ask a great deal of them already! Gather all the info before you go to the link.
- **VERY IMPORTANT**—before you enter the form, you need to provide DocuSign the exact name that the preceptor will sign. When the preceptor receives DocuSign, they just click the button, and the name is signed with whatever you previously entered on the first page. If this is not how the preceptor wants to sign, or it is misspelled, they might refuse to sign. Be sure to enter their name accurately.
- Do not misspell your preceptor’s email address or they will never receive it. Also, double check you have the email they prefer to use. From your the form, we use that email to make the preceptor’s Typhon account.
- After you sign, it automatically goes to the preceptor. When they sign, all parties get the completed copy. AJ get copies at each stage.
- **Click on this link:**
  - Student-Preceptor Form via DocuSign
    - [https://tinyurl.com/Student-PrecForm](https://tinyurl.com/Student-PrecForm)
  - OR
    - [https://powerforms.docusign.net/ee0a5b5f-4ebb-4342-bbf8-df3adc47d544?env=na2&acct=aed68c8f-710b-4e73-afe8-723906409d5e](https://powerforms.docusign.net/ee0a5b5f-4ebb-4342-bbf8-df3adc47d544?env=na2&acct=aed68c8f-710b-4e73-afe8-723906409d5e)
- About a week before clinicals start, email AJ Juno to send your preceptor their Typhon login, if they don’t already have an account from a previous semester. The preceptor’s account is theirs indefinitely.

**IF YOU DO NOT SEE YOUR PRECEPTOR’S NAME IN TYPHON, it means you did not send an email to AJ Juno to put them in Typhon.**
Some Key Points:

• **IF YOUR SITE REQUIRES PAPERWORK FROM THE COLLEGE:** It is up to you, the student, to find out what is required by your site and let AJ Juno know. Some sites need verification or attestation letters or other paperwork. Each site is different, with very different procedures and forms.

  It is up to you to maintain good communication with your clinical site, so you know what they need. This starts with your acceptance. Some sites do not need anything from UMass. They may ask you to directly give them your health documents or other forms. But if they need the College to prepare paperwork, you need to let us know with enough time to complete it.

• **PRECEPTOR HOURS LETTER:** The College can send a formal letter verifying “hours precepted” to any preceptor who requests one. Please let your preceptor know they may ask for this letter. The student or preceptor should contact AJ Juno to request the letter with the date range and number of hours.

• If your PRECEPTOR forgets their password or if their email link has expired for their Typhon account, give them these instructions:
  - Go to this link: [https://www.typhongroup.net/np/](https://www.typhongroup.net/np/)
  - Click Preceptor/EASI Login
  - Acct # is: 7313
  - Email address: the one preceptor used originally.
  - Click link: Forgot Password

• **FOR STUDENTS** if your link in Typhon expires or you forgot your password:
  - Go to this link: [https://www.typhongroup.net/np/](https://www.typhongroup.net/np/)
  - Click Student Data Entry Login
  - Acct # is: 7313
  - Click link: Forgot Password if needed

• **Update AJ Juno if you have decided not to work with a preceptor or site** that you had previously submitted forms with.

• **Let AJ Juno know if you have changed your name.** It’s best if you change your name in SPIRE as well as in College of Nursing records and other offices.

• Check your UMass email address frequently (minimally twice a week)! We send important information to the UMass email lists.

**CCP (Centralized Clinical Placements):** Applies to Specific Massachusetts Hospitals:

• For students who are doing their practicums in a Massachusetts CCP facility, such as Boston Med, Mass General, Brigham and Women’s, Cooley Dickinson, etc., a request for clinical placement must be made using CCP. Contact Katy Bobianski, [kbobians@nursing.umass.edu](mailto:kbobians@nursing.umass.edu), who will enter your information into CCP. She will need a copy of your CV, your course number, number of hours required,
your start and end date, if you are an employee of the institution, and which area you are looking (eg. Primary Pediatric Care). You should include your preceptor if you have one who has agreed to work with you, and their unit/dept. These MA sites will also require you to complete their “HCO facility-specific material” in CCP. You complete this by first completing the CCP’s 4 module orientation (see below), then you are directed to the specific facility’s orientation that is also required.

- Avoid directly contacting the unit managers in these MA facilities when seeking approval. The nurse educators who approve the practicums require that you follow the procedures by having UMass staff be their only contact. These placements are highly competitive, especially in the Boston area, and making an end-run around the nurse educators can cause them to reject your application.

CCP Orientation for HIPAA & OSHA (to be uploaded to CastleBranch) FOR ALL STUDENTS:

- CCP, which is run by the MA Dept. of Health, has an orientation that ALL students need to complete, even if you do not reside in MA. Most of the facilities where students precept require that we train students in HIPAA, OSHA, fire and safety, etc. You only need to do this once. You will complete 4 modules. You do NOT need to do the additional facility specific module (unless you are going to a MA site that requires this). Please download a completion ticket which is proof that you did the 4 modules and upload into CastleBranch.
- To download a completion ticket when you don’t know your Clinical Site (HCO), use: 1-Generic Site. If you need to give an instructor name, you can use, 1-GenericInstructor. By uploading this completion ticket into CastleBranch we know you have completed the CCP Modules required.
- Make sure you download a completion ticket before June 31, since each year CCP archives all records and starts anew on July 1. You are only required to complete the modules once.
- Instructions for completing CCP Orientation will be available in Blackboard and are in CastleBranch or contact AJ Juno.

CastleBranch Health and Background Check Requirements

For any questions about CastleBranch contact CastleBranch customer support. If they cannot help, contact AJ Juno, ajuno@umass.edu.

All students need to set up an account with CastleBranch, our third party vendor, after admission to the College of Nursing. You will be responsible for uploading evidence of your immunizations and required documents into the self-service system about two months before your first clinical. You also need to place an order for a national background check (a separate code needed), which is necessary before entering clinical placements.

Go to: www.castlebranch.com and “Place Order”. Your pin number is your SPIRE number. Enter your program “Package Code” and click “Submit”

You need to place an order for 2 package codes: the main account and the separate background check. The background check is a national check. This separate background check is mandatory for all students—one-time only. This is different from the CORI form that is in the regular account, which you will also complete. Some sites require a background check to be done within a certain time frame, such as no later than 3 months
or 1 year from the start of their clinicals (this is rare). In that case you must follow the requirements of the site, even if you have already completed a background check earlier.

See below for the package codes:

DNP (FNP, PMHNP, AGNP, PHNL) students and Post Masters Psych Certificate students:

Main Account is UM28, no fee.

Background Check: UP60bg. This is a one-time requirement - $43.00

If you live in Puerto Rico use this: UP60PR

If your site requires a Drug Test: UP60dt. Optional, as needed for site - $39.00.

For students in placements in the Baystate Medical System, a Drug Screen is required.

Masters: CNL & Nursing Education: The code for the main account is UM29

UP60bg – Background Check – Required, one-time fee - $43.00

UP60dt – Drug Test - Optional, as needed for site - $39.00

• To open your CastleBranch account your Personal Identification Number is your UMass SPIRE Number.
• The email address you use when placing your order will become your username for your CastleBranch account and will be the primary form of communication for alerts and messages regarding your health and certification records requirements.
• You can respond to any active alerts or To-Do list items by logging into your CastleBranch account. You will receive alerts if information is needed to process your order and as requirements approach their due dates. Access your CastleBranch account anytime to view order stats and completed results. Please do not share your login or password.
• The easiest way to upload documents to your CastleBranch account is to download the CastleBranch app from your app store on your iPhone/iPad or Android device. Search for “My CB” after setting up your account via web browser and you will be able to snap a picture of a document directly into your to-do list.
• Read or watch the CastleBranch tutorials. Do NOT upload your documents to “Medical Records”. You need to upload your documents individually to each of the items listed.
• Please be aware that students need to have their pre-clinical requirements completed before starting any clinical placements.
• If you have any questions or disagree with a rejection from CastleBranch, contact them directly. If it is not resolved, then contact AJ Juno.

Your specific site may require information not listed; you will need to follow what your site requires. The University has no control over a site’s requirements.

The CastleBranch service desk is available to assist you via phone, chat, and email. Monday-Friday 8am – 8pm EST (888) 723-4263

IMMUNIZATION AND HEALTH REQUIREMENTS:

• Tdap – Tetanus, Diphtheria and Pertussis Vaccine (within last 10 years).
- 2 vaccines of MMR received after 1968 or positive antibody titers required for Measles, Mumps, and Rubella, if antibody test is negative, your medical professional will determine boosters or repeat vaccinations.
- **Hepatitis B Series** — 3 vaccines and positive antibody titer
- **Varicella** (Chicken pox) — One of the following is required: 2 vaccines or a positive antibody titer or history of disease (provider verification required). If titer is negative or equivocal you will be required to confer with your provider and choose to receive a booster and repeat titer or repeat vaccination series.
- **TB** - 2-Step PPD followed by yearly PPD or a negative T-spot within the past 12 months. If positive submit clear chest X-ray and TB questionnaire on school form both dated within past 12 months.
- **Seasonal Flu Vaccine** Required
- **COVID vaccines and booster** Required
- **Current Physical** with date and comments (within one year of entry into first clinical).

**Note:** These requirements are standard for the majority of the clinical sites. But some facilities have additional requirements. Refer to your specific clinical site’s requirements.

**Additional documents include:**

Current CPR (from *American Heart Assoc. Healthcare Provider Course (BLS)* or ACLS only, no American Red Cross or online courses acceptable)

**Professional Liability Insurance.** NSO, [www.nso.com](http://www.nso.com), is one company many students use. If you use another company they must have the following coverage:

- Professional Liability: $1M per claim and $6M aggregate
- Information Privacy (HIPAA) Fines & Penalties: $25K per incident and $25K aggregate.

**Remember:** DO NOT SEND HEALTH OR BACKGROUND INFORMATION to the College of Nursing, rather upload the information directly to CastleBranch.

**SAMPLE LETTER to Prospective Preceptor** (see Graduate Handbook for more information):

Hello __________.

I am a (Family Nurse Practitioner, Adult Gerontological Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Public Health Nurse Leader) DNP student or (Clinical Nurse Leader student) who is looking for a preceptor for my (list course name) practicum. I am impressed with your (list practice specialty such as family) practice and (list the strengths of the preceptor and any other reasons why you are interested in practicing there. An example of this would be (his/her) years of experience in a clinical area). I would be honored to be able to do my practicum with you.
I have had experience with (list your experience). My area of interest is (list your area of interest). This practicum would be mutually beneficial to us. I would love to meet with you to discuss this further.

Please review my resume (attach a copy of your CV). I will be sending you, via email, our Student-Preceptor Form to be completed online and signed via Adobe E-Sign. Please look at our website www.umass.edu/nursing under our student section for our Preceptor Handbook and instructions. The link to our Graduate Clinical Placements is: http://www.umass.edu/nursing/student-resources/graduate-clinical-placements. The Graduate Preceptor Handbook is on the right-hand side near the bottom.

I appreciate your assistance with this. If you have any questions, Please reach out to me.

Thank you.

Sincerely,

Student Name:
Student email:
attached copy of CV
This is a sample milestone memorandum to be sent to the Graduate Program Director of Nursing indicating intent to schedule the Comprehensive Exam. Please process through the PhD Program Office.

For students who matriculated before Fall 2014

<table>
<thead>
<tr>
<th><strong>Submission of Intent to Schedule the Comprehensive Examination</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Submission to the Graduate Program Director:</strong> _____________</td>
</tr>
<tr>
<td><strong>Title:</strong> __________________________________________________________</td>
</tr>
<tr>
<td><strong>Student:</strong> ________________________________________________________</td>
</tr>
<tr>
<td><strong>Committee Members:</strong></td>
</tr>
<tr>
<td><strong>Chair:</strong> __________________________________________________________</td>
</tr>
<tr>
<td><strong>Second Member:</strong> ________________________________________________</td>
</tr>
<tr>
<td><strong>Optional Member:</strong> ______________________________________________</td>
</tr>
</tbody>
</table>

**Summary of Proposed Paper:** Provide a summary for the proposed written exam. The summary should define the subject area and the main components of the paper in 100 words or less.
**Note:** This form must be completed by the student and advisor and submitted to the PhD Program Director 14 days prior to the scheduled examination time.

**Student name:** __________________________

**Date** __________________________

**Examination date:** __________________________

I the table below, indicate the semester/academic year you completed the courses pre-requisite for the Comprehensive Examination.

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Semester/Year Completed</th>
<th>Grade</th>
<th>FA Initials*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nur700 History of Nursing Science &amp; Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur710 Quantitative Methods in Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur716 Intermediate Statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur730 Qualitative Methods in Nursing Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N775 Measurement in Health Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nur820 Emerging Nursing Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Signature:** __________________________ **Date:** __________________________

**Advisor Signature:** __________________________ **Date:** __________________________

**PhD Program Director Signature:** __________________________ **Date:** __________________________

*If the student is currently in the course, the professor of record will initial if the student is currently passing the course.*
PURPOSE: The purpose of this required research experience is to provide students with the opportunity to spend a period of time (120 hours) intensely involved in ongoing research. It is expected that this experience will provide students with a degree of “immersion” in the research process and contribute to their development and socialization as scholars and nurse scientists.

A variety of research experiences are appropriate to meet this requirement. Examples include, but are not limited to: participation in data collection and/or data management activities, instrument development and/or evaluation, secondary analysis of faculty data (past or current), and proposal development where the focus is on the research methods, design, measurement and analysis. Examples of experiences not appropriate are those exclusively involving library searches, manuscript preparation, or data entry. Any of these activities may be combined with those more directly involved in the research process.

It is the responsibility of the Research Mentor to monitor the planning of this experience. The research mentoring plan should include the specifications of how this experience will be met. It is the responsibility of the Faculty Mentor to monitor the experience itself and determine if the requirement has been satisfactorily fulfilled.

OBJECTIVES: Upon completion of the required research experience, students will:

a. Report increased confidence in their ability to carry out research activities.
b. Have acquired hands-on experience in data collection and/or data management and analysis.
c. Articulate common issues encountered in the research experience and identify strategies to solve those problems.
d. Have beginning ability to negotiate issues related to collaborative efforts, such as publication authorship, presentation rights, accountability for components of the research, etc.

e. PROCEDURES: The program will be implemented as follows:

a. Students will work with their advisor to identify a rich research experience. The research experience can be with the student’s advisor or with another faculty member. The identified research mentor does not have to be part of the College of Nursing faculty; the research mentor can be in another UMASS department. It is not necessary that the mentor’s
research program is funded; however, it is essential that she/he be actively engaged in ongoing research or major proposal development.

b. In accepting this student into their research, the research mentor takes on the responsibility of the research mentoring experience. As a component of this Mentor Agreement, the student and Mentor should discuss the following expectations and add any additional expectations as needed:

c. The Research Mentor and student establish mutually agreed upon objectives (consistent with the overall objectives listed above), develop a written agreement as to the nature of the experience, the projected time schedule, and the expected outcome. The research mentoring plan form is signed by the Research Mentor and Faculty Advisor (if not the Research Mentor) and approved by the PhD Program Director. The Research Mentor provides verification of the satisfactory completion of the experience to the PhD Program Director and the Faculty Advisor (if not the Research Mentor) on the same form when requirements are fulfilled.

d. Permission to work with a research mentor outside the College of Nursing must be requested in writing, with rationale and research plan, accompanied by a letter of support from the student’s academic advisor, and a letter of commitment from the prospective mentor with a copy of his/her resume, and approved by the PhD Academic Matters Committee.

e. Students typically will be involved in work on the Research Mentors research (rather than an independent research effort); it is suggested, however, that “ownership” of the products of the experience (e.g. manuscripts, instruments) be discussed and agreed upon in advance.

f. Students will be expected to spend a total of approximately one hundred twenty (120) hours engaged in the activities delineated in the written agreement (plan). The experience must be satisfactorily completed prior to dissertation proposal defense.
Graduate Student Expectations:

a. Be committed to a high standard of excellence and integrity in all of your work.
b. Learn independently when possible and seek guidance when needed.
c. Be respectful of the time and efforts of all members of the research team.
d. Conduct research honestly and report it accurately.
e. Be familiar with and adhere to professional research and ethical guidelines.
f. Respect the confidentiality of unpublished research
g. Take responsibility for your career development
h. Prepare and submit articles for publication in conjunction with your mentor
i. Participate actively in the research efforts and goals.
j. Work closely with mentor to outline a learning plan

Mentor Expectations:

k. Be available for contact and consultation at appropriate intervals.
l. Provide advice and guidance in the research process.
a. Provide guidance on development of a meaningful research.
b. Expose the student to research methodologies that will foster the student's growth into an independent and capable scholar.
c. Provide a work environment that will support the student's research efforts.
d. Provide an understanding of the ethical implications of the research and model ethical behavior.
e. Fairly acknowledge student contributions and recognize the student as an apprentice researcher rather than employees.
Research Mentor Agreement Form

Research Project Title: ________________________________

Nature of the Research Experience:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Date research experience will be complete: __________________________

Plan Approval

I hereby agree to the contents and intent of this Research Mentor Agreement:

________________________________________________________________________

Student Date   Research Mentor

Date: __________________________

________________________________________________________________________

PhD Program Director   Date   Academic Advisor   Date
Verification of Completion

Were agreed student activities completed?  YES  NO

Were anticipated timeframes met?  YES  NO

Were the required 120 hours of mentored research experience obtained?  YES  NO

If no, explain: ____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Formation of Committee

Steps for proposal defense:

-Two months before: Establish dissertation committee.

-Four to six weeks before:
Student organizes proposal defense date and time with committee members

-One month before:
1. Student or Committee Chair reserves Skinner room for defense.
2. Student informs Cynthia Mendoza, PhD Program Assistant, the date of the proposal defense.
3. Student to provide the title of their defense to Cynthia Mendoza so she may construct the signature page.
4. Cynthia Mendoza will send the signature page back to the student.

-Two to four weeks:
Student to provide final proposal to all committee members

-One week before:
Student generates signature pages.

Day of proposal:
  a. Student is to bring at least 4 copies of the original signature pages to the day of their proposal defense.
  b. An e-signature is acceptable if a committee member is not present on the day of defense.
  c. Once the signature pages are signed, bring 2 original pages to Cynthia Mendoza’s office room 026
d. Cynthia Mendoza needs a copy of PhD student’s outline to be filed at the Graduate School (for example, their PowerPoint if that is what they used to present their proposal)

Steps for Dissertation defense:

-5 weeks before:
1. Student or Committee Chair reserves Skinner room for defense.
2. Student to notify Cynthia Mendoza, PhD Program Assistant, at least 5 weeks prior of the final dissertation defense. (Dissertation title, day, date, time, room) The Graduate School’s requirement of defense announcement is 1 month prior.
3. Doctoral degree eligibility form (required from the PhD student) Cynthia Mendoza will remind the student to send her the signed form.
4. Cynthia Mendoza will construct the signature pages and send the signature page to the PhD Student.

-Week of the defense:
Chair to set up zoom link for dissertation defense and send to Graduate Faculty and PhD students.

-Day of the defense:
1. Student is to bring at least 4 copies of the original signature pages to the day of the final oral defense.
2. Student must be present on the day of their dissertation defense.
3. ALL committee members must be present on the day of the oral defense.
4. Once the signature pages are signed, bring 2 original pages to Cynthia Mendoza’s office room026
5. Committee Chair to communicate to the PhD Program Assistant, Cynthia Mendoza, that the student has passed their oral defense.


Helpful information:

CHECK LIST FOR DOCTORAL DEGREE:

CHECKLIST FOR FINAL DOCTORAL ORAL EXAMINATIONS:
Formation of the PhD Dissertation Committee must be reported to the Graduate School in the form of a memorandum from the Graduate Program Director of Nursing.

Sample Memorandum to the Graduate Dean includes:

Date:
To: (Graduate Dean of the Graduate School)
From: (Graduate Program Director, Nursing)
RE: Doctoral Dissertation Committee (student name)

I recommend the following Graduate Faculty Members to serve as the Doctoral Dissertation Committee:

Chairperson (EMCON)
Member (EMCON)
Member (Department)

Sample Memorandum Approving the Dissertation Prospectus

Title of Prospectus

A Dissertation Prospectus Presented

BY

(students name)

Approved as to style and content by:

Chairperson (EMCON)
Member (EMCON)
Member (Department)

Signed by the Graduate Program Director
Date:
To: Graduate Dean
From: Graduate Program Director, Nursing
Re: Final Doctoral Exam for (student’s name)

I recommend that the final oral examination for ____________,
candidate for the PhD degree be scheduled:

Day of the week
Date
Time
Place
Major
Committee Chair
Dissertation Title

The student’s dissertation has been received and examined by all members of the
Dissertation Committee and their approval has been given to conduct this exam.
Sample memorandum to be sent by the Graduate Program Director to the Graduate Dean once the final dissertation defense has been successfully passed

MEMORANDUM

Date:

To:      Graduate Dean

From:    Graduate Program Director, Nursing

Re:      Completion of Dissertation

This will inform you that_______________________________has passed the Final Oral Examination for the PhD degree in Nursing on the date of ________________

The Dissertation Committee Members conducting the examination are:

________________________________________
Chair, Nursing

________________________________________
Member, Nursing

________________________________________
Member,
Appendix C: DNP Forms

Final Approval of DNP Project

DNP Student: ________________________________
Title of DNP Project: ________________________________

Committee Members

Nursing Chair: ________________________________
Outside Mentor: ________________________________

Title: ________________________________
Address: ________________________________

Date of approval of the completed DNP Project: ______________
Signed by Chair: ________________________________

Date submitted to DNP Program Office: ________________________________

Upon completion and approval of the DNP Project, students should be advised that they must upload their DNP Projects to “ScholarWorks” on the UMass Library system. Detailed instructions will be provided to the students and faculty on how to upload.
(DNP PROJECT PROPOSAL TEMPLATE)

[THIS TEMPLATE IS NOT AUTO-FORMATTED
USE IT AS GUIDE AND CREATE AND FORMAT YOUR OWN PROPOSAL
TEMPLATE ACCORDING TO APA AND THE INSTRUCTIONS HEREIN]

Full Title of the Proposal (Title Case)

Author's Name (no professional initials)

College of Nursing, University of Massachusetts, Amherst

Course name and number

Professor (no professional initials)

Date

Chair: Type name here

Site Mentor: Type name here
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Abstract

An abstract is a brief (approximately 250 words) summary of the contents of the proposal. The abstract includes an overview of the proposal, including the background (including the problem) purpose, and methods including a plan for data analysis [note: results and discussion/conclusion sections are added to the final paper once the project is completed]. Abstract should not contain citations. The College of Nursing is requiring an abstract for your proposal, although the APA 7th edition student version does not require an abstract.

Required Headers:

Background:
Purpose:
Methods:

Keywords, such as those below, are words you used to perform database searches for the proposal. Include three to five words, phrases, or acronyms as keywords (per APA).

Keywords: APA style, seventh edition, publication manual

[This template is a guide to writing a DNP project proposal in APA Style, 7th edition. It provides the necessary sections, headings, and subheadings required in a proposal, as well as the line and paragraph spacing, page breaks, page numbering, and referencing styles. It is formatted with one inch top, bottom, left, and right margins; 12-point Times New Roman, 11-point Calibri, 11-point Georgian, 11-point Arial fonts or 10-point Lucinda are acceptable; double-spaced (ONLY, No additional spaces between sections); aligned left; and paragraphs indented 5-7 spaces. For more information about APA Style, see the Publication Manual of the American Psychological Association (7th ed.), the APA Style web site: http://www.apastyle.org, and Purdue Owl Writing Center website: http://owl.english.purdue.edu/owl/resource/560/01/.] For scholarly writing, we ask that you AVOID using quotes, rather paraphrase instead.
Add Full Title of the Proposal, Centered, Doubled-Spaced

Introduction

In this introductory section, write a concise paragraph that includes the problem statement, why it is important to address the problem in your selected population, and a clear statement of the purpose of the project.

Background

The Background section includes the detailed evidence of the problem. It can be a few paragraphs up to two pages in length. Build a case for the need for the project that you propose by discussing the significance to nursing, to the population, and/or to the organization. What are the key indicators that demonstrate the need for the project, what is missing, lacking, or inadequate. Then describe key evidence about the magnitude of problem, dynamics leading to problem, population characteristics, attitudes and behaviors that are causing or exacerbating the problem. Support this with findings from the literature; include relevant statistics (national, regional, and/or local), and cite them according to APA Style, 7th ed. Public Health Departments and the Centers for Disease Control and Prevention (CDC) are great places to look for these statistics.

Note that all source material used in this proposal must be documented in the body of the paper by citing the authors and dates of the sources (See Appendix A for basic citation guidelines). When you have multiple sources in one parenthetical citation, they are listed within the citation in alphabetical order of the first author of each article. The full reference to each citation must appear on a separate reference page entitled 'References'. The reference pages at the end of this template provide examples of types of references frequently used in academic papers. Reference entries are typed in
Review of the Literature

Start with a brief process you used to find the literature. Include search terms used, databases searched, number of sources found, exclusion and inclusion criteria used. The goal of a review of literature is to present an in-depth, current state of knowledge about your particular topic and QI approach to addressing problem in the population. **DO NOT simply list research studies one after another, rather, summarize, compare and contrast the sources, and then synthesize the key concepts of the literature you have read.**

Identify any major trends, patterns, or gaps you may have found in the literature and identify any relationships among studies. In general, you want to include studies completed within the past five-years. The exception to this is if you find a an older source that is referenced frequently in the topic area. These are referred to as landmark or hallmark studies, which you should consider using, be sure to identify them as such. The review of literature for your proposal should provide the context for your future DNP project. Be sure to include sources that provide the best evidence based practice options to address your problem area. **We recommend you have a minimum of 15 articles.**

Organize your main findings by using subheadings, follow the APA manual p. 47 -49. Do not make broad statements about the conclusiveness of research studies, either positive or negative. Be objective in your presentation of the facts. Each paragraph should begin with a significant introductory statement, well cited and describe only one key point. The idea is the next paragraph should logically flow from the content of its predecessor. Conclude the review of literature with a concise summary of your findings and a statement that provides a rationale for conducting your DNP project based on your literature review.
Theoretical Framework or Evidence Based Practice Model

In this section, name and define the **ONE** theoretical or conceptual framework or evidence based practice model that underpins your project proposal. You may place a diagram of the model as appropriate at the end of the paper in an appendix (you must get permission to use direct copies from published work), after the Reference pages and refer to the diagram in this section. Demonstrate, using examples, how this framework is used to guide the DNP project. Remember to include a discussion of how the theory provided a framework for the project and whether it was helpful or not, and if you would recommend adjustments in the framework to better apply to the translation of research to clinical practice.

Objectives and Expected Outcomes

Based on the purpose for the project you should identify measurable objectives, and then based on the objectives, expected, measurable outcomes. Each expected outcome is then assessed/evaluated with a questionnaire or instrument such as a biological measure (blood pressure, heart rate, BMI).

Remember the acronym SMART when writing your objectives and expected outcomes. They each should be Specific, Measurable, Assignable, Realistic, and Time-specific. Make sure that the Expected Outcomes are reasonable for your project design, plan, and timeframe and are **measureable**. The expected outcomes should “measure” whether you have met your objectives. Avoid using vague terms such as “understand” for this section. You can include a table (see below) or a numbered list in this section.

The overall aim of this DNP proposal is to implement and evaluate an evidenced based toolkit for providers on the topic of.............
<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>Objective(s)</strong></th>
<th><strong>Outcome(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The DNP student will educate providers on the topic of ………… during the month of October 2020</td>
<td>Four (4) sixty-minute educational presentations will be conducted from 3pm - 4pm each Wednesday during October 2020 to staff on the Toolkit via PowerPoint format.</td>
<td>At least 85% of providers will attend one of the education presentations</td>
</tr>
</tbody>
</table>

**Methods**

This section includes is a detailed description about how you will actualize and complete your project. Clearly explain your project design (what type of project you will be implementing: Educational Intervention, Practice Intervention, Process Improvement, or Program Evaluation) and, the methods you will use to obtain the desired data for your project.

Use the **future tense** to explain what you **will do** in your DNP project. Convince the reader that your approach is practical and will lead to a credible solution to your proposed problem. Include a brief statement about the evidence-based practice/s [specific practice or educational intervention, program intervention or evaluation, presentation and toolkit, or program evaluation] option that you have chosen and that you will be implementing based on the review of the literature.

Write a paragraph describing each of the following subheadings as they apply to your project.

**Project Site and Population**

Describe the setting where the project will take place and the necessary resources for the project. This includes the description of the community, its makeup, current services, the participants and stakeholders, and the role they will play in the project. Describe the characteristics
of the participants (providers, patients, community dwellers, administrators, staff, litigators, public health personnel, etc.), and selection or recruitment strategies, if applicable. List the inclusion and exclusion criteria if any.

Describe how the project site or practice is organized, the services offered, current procedures, staffing patterns, etc. and how you will interact with participants to implement your project. Obtain a letter of support for your project on the agency letterhead and include in the appendices. This must be signed by someone in authority at the site.

**Measurement**

In order to evaluate the DNP Project there will need to measure outcomes. You will need to identify when and how you will measure this data (pre-post intervention, post intervention, at different intervals – a time series etc.). You may start this section: *In order to measure the outcomes of this DNP Project the following measures will be used: Select either established measures, or you may choose to modify an existing questionnaire or instrument.* In either case you must describe which measures (questionnaires, or instruments), you will be using to evaluate your DNP Project and include copies in the appendix. You should describe the *strength* (reliability, test-retest, sensitivity, specificity) of any established measures you choose. Include your questionnaires and instruments in the appendix.

Interviews with open-ended questions may be used. You may need to create these questions based on the purpose of your project.

**Data Collection Procedures**

Describe all the steps of your project in narrative form, including your plan for implementation and plan for evaluation. You can use subheaders that define your approach. Include projected recruitment, steps in actualizing the intervention, data collection procedures, and evaluation. Depending on the planned project, you may organize your procedures by stages or phases (pre-intervention, intervention, postintervention) of your project implementation and/or
Data Analysis

Fully address how you plan to describe and or analyze the quantitative and/ or qualitative data that you will collect. Descriptive statistics, or are fine for projects with less than 12-15 participants - consider using graphical representations of your data. These data may be from the measurement instruments or data collection tools you listed or from focus groups, individual or group discussions, or observations. For text data you may want to use contents analysis to create common themes.

Ethical Considerations/Protection of Human Subjects

Use this narrative sentences to launch this section: “The University of Massachusetts, Amherst (UMass) Internal Review Board (IRB) approval will be obtained prior to initiating the DNP Project”.

You may modify this example to fit your planned project:

Example: All participants were protected by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) which, among other guarantees, protects the privacy of patients’ health information (Modifications to the HIPAA Privacy, Security, Enforcement, and Breach Notification Rules, 2013). Additionally, the DNP student and practice personnel who carefully will conduct this project will follow the Standards of Care for practice in a primary care office. All information collected as part of evaluating the impact of this project will be aggregated data from the project participants and will not include any potential patient identifiers.

The risk to patients participating in this project is no different from the risks of patients receiving standard XXX care. Participant confidentiality is assured by coding the participants using individual identification numbers. The list of participants and their identifying numbers will be kept in locked filing cabinets each practice office, only accessible to the project coordinators. All electronic files containing identifiable information will be password protected to prevent access by unauthorized users and only the project coordinators had access to the passwords.
Note: Once you submit the IRB Determination Form and get letter of approval or waiver of Human Subjects, include notice of approval as an appendix item.

**Cost-Benefit Analysis/Budget**

If there are anticipated project costs, include who will bear the cost of the expenses. If there is a cost to the clinic site, discuss how costs will be offset by benefits to site, providers, and patients. (you learned this in Health Care Quality).

**Timeline**

Outline in detail the timeline you propose to carry out your project starting with proposal approval and continuing through data collection, analysis, and final project report. Remember that your proposal must be approved during the first 3-4 weeks of the fall semester. Make a Table for Timeline and place in appendix—See Appendix B for example.

**Summary**

Summarize briefly your clinical problem/issue you will evaluate, the background, purpose of the project, and your plan (methods) for addressing the problem in your specific practice setting.

**Reference list**

As previously mentioned, all literature cited in the proposal must be referenced in APA Style, 7th edition, on a separate reference page(s). **Do not list works you have not cited in the text, all citations must have a corresponding reference.** The following list shows the more commonly used references. For more information on how to reference, refer to the *Publication Manual of the American Psychological Association (7th ed.)*, the APA Style tutorial web site found at [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx) and the Purdue Owl Writing Center website found at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).
Note that appendices appear after the reference page(s). They are used to present detailed information that adds to the body of the paper, for example, sample questionnaires, tables, or figures. Tables usually show numerical values or textual information arranged in an orderly display of columns and rows. Any type of illustration other than a table is a figure. Figures present data in the forms of graphs, charts, maps, drawings, and photographs. Refer to APA 7th Edition for examples for tables and figures: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures.html.

If your manuscript has only one appendix, label it *Appendix* in italics. If it has more than one, label each appendix with a capital letter, for example, *Appendix A, Appendix B*, according to the order in which you refer to it in your text. Label each appendix with a title, but refer to it in the text by its label, for example: (see the Appendix A for basic APA, 7th edition, citation styles). Please note that appendices should be listed in the Appendices section in which they appear in your paper.
(Sample citation format)


Appendix

(Appendices sequentially from first inclusion in narrative through last inclusion.

Start each new Appendix item on separate page in your actual work)

Appendix A

(or whatever letter will be Costs Table)

Appendix B

Timeline

Table 1

*Simplified Project Timeline* (yours will have more Task Headers and will be more detailed)

<table>
<thead>
<tr>
<th>Task</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of eligible participants</td>
<td>X</td>
<td>continued</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention; Evaluation; Toolkit</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test and Analysis of outcomes</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Results presented to local providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
APPENDIX E: Independent Study Form

Students must complete the Independent Learning Contract through University Without Walls in addition to this form for faculty

https://www.umass.edu/uww/resources/forms/explore

UNIVERSITY OF
MASSACHUSETTS

Elaine Marieb College of
Nursing

LEARNING
CONTRACT FOR
INDEPENDENT
STUDY

Student Name: ____________________________  Instructor: ____________________________

Address: _________________________________________________________________

Telephone #: ______________________________________________________________

Independent Study: N  Credit Allocation: ______________  Proposed Completion Date: _____________

Title: ________________________________________________________________

Statement of Objectives:

________________________________________________________________________

Learning Activities:
Criteria for Evaluation:

Comments:

Contract must be completed before student registers for independent study.

Approved By ______________________________________________________________________

Student                      Date

Approved By ______________________________________________________________________

Instructor                    Date

Completion Date:______________ Grade:________